

**CAREER GUIDANCE AND CAREER ASPIRATION
AMONG STUDENTS IN PUBLIC SECONDARY
SCHOOLS IN DODOMA CITY, TANZANIA**

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**CAREER GUIDANCE AND CCAREER ASPIRATION AMONG
STUDENTS IN PUBLIC SECONDARY SCHOOLS IN DODOMA
CITY, TANZANIA**


BY
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A DISSERTATION SUBMITTED IN PARTIAL FULFILMENT OF
THE REQUIREMENTS FOR THE DEGREE OF MASTER OF ARTS
IN EDUCATION

THE UNIVERSITY OF DODOMA
DECEMBER, 2020

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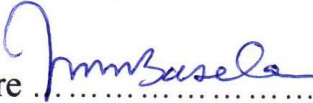

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CERTIFICATION

The undersigned certifies that he has read and hereby recommends for acceptance by the University of Dodoma a dissertation entitled “*Career Guidance and Career Aspiration among Students in Public Secondary Schools in Dodoma City, Tanzania*” in partial fulfilment of the requirements for the degree of Master of Arts in Education of the University of Dodoma.

Dr. JANUARY M. BASELA

Signature  Date 

(Supervisor)

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DEDICATION

I dedicate this work to my parents Mr. & Mrs Joseph Tesha, my lovely husband Innocent Msechu and my son Clovis Msechu. Thank you all for your kindness, love, support and tolerance throughout this study.

ABSTRACT

This study aimed at assessing career guidance and career aspiration among students in public secondary schools in Dodoma City, Tanzania. The study objectives were: firstly, to assess the status of career guidance practised in public secondary schools, secondly, to assess career aspirations of public secondary school students and thirdly, to assess factors influencing public secondary school students towards career aspirations. The study employed a qualitative approach and case study design to gather data from 88 respondents including 4 heads of schools, 4 teacher-counsellors and 80 students. Data were collected through open-ended questionnaires and semi-structured interviews.

The findings showed that; career guidance in public secondary schools helped students to identify their career aspirations which were determined by students' career preferences, understanding career guidance opportunities and career competences and demands which helped them to acquire career information about various career issues. However, lack of professional teacher-counsellors, limited time and lack of career guidance facilities has been lowering the effectiveness of career guidance in schools. Furthermore, the findings revealed that factors like family background, peers and friends, individual's self-interest and gender influenced students to choose their career aspirations.

In order for students to better achieve their career aspirations, schools have to recognize the significance of career guidance services, setting specific time in school timetable for offering career guidance services and improving career guidance practices. Therefore, professional teacher- counsellors should be prepared from universities and colleges through government efforts in order to ensure career guidance services are offered effectively in schools to facilitate students' career aspirations.

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LIST OF ABBREVIATIONS OR ACRONYMS

ECG	Educational and Career Guidance
LDC	Least Developed Countries
MoEST	Ministry of Education Science and Technology
MOEVT	Ministry Of Education and Vocational Training
OECD	Organization for Economic Cooperation and Development
SCCT	Social Cognitive Career Theory
UNESCO	United Nations Educational, Science and Cultural Organization
URT	United Republic of Tanzania

CHAPTER ONE

BACKGROUND TO THE PROBLEM

1.0 Introduction

This chapter presents background information to the problem, statement of the problem, objectives of the study, research questions and significance of the study. It also describes the scope and delimitations of the study as well as operational definitions of the key terms.

1.1 Background of the Study

Currently, youth are facing challenges in the labour market mostly, unemployment and underemployment (Altaman, 2007; Boateng, 2016). Other challenges include lack of relevant skills and knowledge, poverty and other social sufferings (Sonnet & Scarpetta, 2012). According to International Labour Organization (2017), in 2016 world's youth unemployment rate was estimated to be 13.0% below 13.1% of 2011 and 2013 which rose again to 13.1% in 2017 and 2018 respectively. This would stand still at 9.5% in 2017 and 2018. The rate of LDCs' lack of employment among the youth is expected to increase by half million between 2016 and 2018.

Lack of employment among the youths is partly caused by the fact that some of the youths are not studying relevant subject areas and obtaining sufficient prior work experiences that are appropriate for employment opportunities available, or those they want (Altaman, 2007). For example in Tanzania, some youths do not think of self-employment. They depend on formal employment opportunities which nowadays recruit only a small number of employees leaving a large number of graduates unemployed.

Holly (2005) argues that schools are places that play a role of preparing young children for adulthood employment. Therefore, there is a need for revising the curriculum and considering career guidance programme in order to make some changes which will match with the need of today's world of work and will help the youth to change their attitudes of depending on formal employment and encourage them to engage themselves on entrepreneurial activities.

Career Guidance is important for young children who are motivated but do not have directions concerning their life although they possess high drives of life, want to be educated and have lucrative jobs (Hughes & Karp, 2004). Therefore, the youth need to be guided well in advance to align their education, skills and values towards performing specific jobs. A lot of countries in the world recognize the need of having career guidance and improved education system in order to enhance professional work force (Loan & Van, 2015). Therefore, Career guidance and counselling programme in schools have a great role to play in order to help youths to be informed about various careers together with different employment opportunities.

Career guidance in places of learning is inclined on job information and labour market information. It provides information on courses, occupation and career paths. In this case, students learn more about job requirements across the world, get motivated and stirred to increase their initiatives towards their objective goals and desires for better lucrative jobs (Loan & Van, 2015). According to OECD (2003), in countries such as Finland, Germany and Norway, career guidance and counselling is instrumental in supporting the integration of the marginalized children and addressing the growing polarization of the labour market. Therefore, career guidance has a great significant role among youths who are preparing themselves for their coming career demands.

Career Guidance is helpful to students in selecting careers, choosing their study directions and getting to know their inherited potentials in order to be in position to conquer the world of work (Nageswara et.al. 2000; Kano, 2002; OECD, 2003; Maluwa, 1998 in Chireshe, 2006; Sun & Yuen, 2012; Ombaba, 2014; Ramakrishna & Jalajakumari, 2013). Also, through Career Guidance, students plan for their future, face career challenges and gain understand on how to plan their career and make decisions on better job placement (AET, 2016; Paras, 2017). For example, guidance in Singapore helped the young children to better choose the subjects of their studies, learn different jobs/career and necessary skills required for those jobs (Perry, Liu & Pabian, 2010). Moreover, in the USA, school counsellors help young children to know subjects, jobs/career requirement for a successful move from one education level to the next or join jobs/careers (Feller, 2003).

Career Guidance can improve labour market efficiency by supporting economic development goals, addressing labour market demands, solving deviations between education supply and job requirements, improving the impacts of labour instability and solving the problems of unemployment and labour movements (Sultana, 2003; Oye, 2012). Main importance of career guidance involves imparting children with enough knowledge concerning future life and jobs requirements to increase their self-esteem (Soumeli, 2012). It makes individuals be more active or reactive, have belief in themselves, increase their abilities to cause things happen and boost their morale about jobs acquisition (Paras, 2017). Therefore, learners require career guidance in order to plan for the coming life careers requirements.

Career aspirations are individual's ambitions related to occupations. On this regard Abekam (2018) adds that career aspiration is an attraction of a particular occupation to an individual. Career aspirations may enable learners to identify their career objectives, hence make secondary school teaching more meaningful (Holly, 2005). In modern societies, people choose careers for future life in order to meet psychological and social demands (Mabula, 2012). It is true that individuals possess different gifts/abilities and unique qualities that result into different career directions and aspirations (Mubiana, 2010). Therefore, learners' drives towards better and lucrative job acquisition, influence young children to study hard and try to achieve their life career objectives.

Kemijika in Abekam et.al (2018) did a study concerning the effects of career counselling in youth future life career demands of junior secondary school in Nigeria. It was argued that career guidance and counselling should direct learners to discover their interest, abilities, aptitudes and values. Also, career guidance and counselling should have started early in life right from the primary school and in the secondary school, especially in the junior secondary school level students who should be familiar with the realities of life and what is likely to face them after leaving school. Therefore, there is a problem for individuals in choosing the right career and majority of students choose career which they have no knowledge and information about.

In Tanzania, MOEVT (2007) stated that there will be guidance and counselling department in schools to enable and prepare students to face future life obstacles so that they become good members of the society. Also, it is indicated that students need career guidance in choosing future career after completing their studies. However, their contribution in shaping career demands for public secondary school learners in Tanzania has not been established.

1.2 Statements of the Problem

Career choice is among the very important issues to be made by students that would make them achieve their career objectives in the future (Borchert, 2002; Olamide & Olawaiye, 2013). Those who complete schooling are facing difficulties in making career choice decisions due to limited career information, knowledge and skills (Kidd, 2006). This situation results into life challenges among youths like unemployment and underemployment after completing their studies. Therefore, unemployment and underemployment may lead youths, parents, society and the nation into massive poverty and increase of crime.

Moreover, to have job satisfaction and security, choosing career is crucial for every individual looking for the job (Amani, 2016). However, many students have not been well oriented on career guidance towards their career aspirations because little attentions were paid on career guidance while they were in secondary schools. In order to help youths meet their career aspirations, there is a need of changing their attitudes of depending on formal employment and seek for self-employment. Therefore, the present study addressed Career Guidance and Career Aspiration among Students in Public Secondary Schools in Dodoma City, Tanzania.

1.3 The Objective of the Study

1.3.1 General Objective of the Study

The main objective of the study was to assess Career Guidance and Career Aspiration among Students in Public Secondary Schools in Dodoma City, Tanzania

1.3.2 Specific Objectives of the Study

The current study sought to explore the following three specific objectives:

- i. To assess the status of career guidance in public secondary schools.
- ii. To assess the career aspirations among public secondary school students in Tanzania.
- iii. To assess factors influencing career aspirations among public secondary school students.

1.4 Research Questions

The current study was guided by three main research questions as follows:

- i) What is the status of career guidance practised in public secondary schools?
- ii) What are the career aspirations among public secondary school students in Tanzania?
- iii) What are the factors influencing career aspirations among public secondary school students?

1.5 Significance of the Study

The study was significant to different educational stakeholders including students, teacher-counsellors, parents and policymakers. The findings enabled career guidance programme to be effective in secondary schools. Students were determined to choose their desired career aspirations and it reduced the massive number of students who find themselves in wrong career choices.

Additionally, parents also benefited from the study since the load of directing their children about appropriate career choices were reduced to teacher-counsellors. Moreover the findings helped teacher- counsellors to guide students in making selection of subject combinations which led them into the right career choice. On top of that, the findings helped policymakers to make improvement in the present educational policies by specifying career guidance and counselling practices to be done in secondary schools. Furthermore, the study itself was useful to the society and the nation at large since youth's career aspirations were shaped to align with the available career opportunities in the nation.

1.6 Scope and Delimitation of the Study

This study was carried out in Dodoma city in central part of Tanzania. The study confined itself on assessing Career Guidance and Career Aspiration among Students

in Public Secondary Schools in Dodoma City, Tanzania. It was confined to head of schools, career masters/mistresses and students respectively. Heads of schools were involved because they were expected to provide supportive information pertaining to school administration on enhancing career guidance in schools. Also teacher-counsellors were expected to provide valuable information about the status of career guidance in their schools and how helpful that was to their students. Moreover, form three and form four students were involved in the study because it was believed that, they had selected their subject combinations which were expected to lead them into their career aspirations. Thus, students were expected to show the influence of career guidance towards their career aspirations.

1.7 Limitation of the Study

The researcher faced various limitations during the study as follows: in all schools visited, form four students were busy preparing for their pre-national examinations hence the researcher had to return to their schools several times in order to get their participation due to their limited time. Also, there were some students who returned questionnaires without filling them in, hence the researcher had to look for other informants in the same school to fill in the questionnaire. Furthermore, it was difficult to get heads of schools' participation because they were attending educational meetings. In other schools, the deputy heads of schools involved in interviews on behalf of their heads of schools due to their limited time.

1.8 Operational Definitions of the Key Terms

Career is a series of jobs that a person has in a particular area of work, usually involving more responsibilities as time passes (Okonkwo, 2011). In this study, career is a lifelong work which a student expects to be trained from various educational institutions.

Career Aspiration(s) is a desire or spirit to attain a certain job (Encarta, 2009). Career aspirations are the paths that students want their career to follow or are individual's ambitions related to occupation. In this study, career aspiration means the desire/goal which students set towards a particular work after completing their studies.

Career Guidance refers to services and activities intended to assist individuals of any age and at any point throughout their lives, to make educational, training and occupational choices and to manage their careers (Hansen, 2006). In this study, career guidance refers to help provided by teacher-counsellors in secondary schools in helping students in their subject studies in order to achieve their future aspirations.

Students are adolescents and young adults between the ages of 12-22 years for ordinary level (URT, 2006). In this study, students are referred to as individuals who need career guidance in order to acquire career information which could help them meet their career aspirations.

Secondary school is an institution in which knowledge, skills, values, experiences and attitudes are provided. It is provided for the period of six (6) years in which 4 years are ordinary level and 2 years are for advanced level (ETP, 1995). In this study, secondary school is the place where the researcher obtained participants to provide information based on Career Guidance and Career Aspiration among Students in Public Secondary Schools in Dodoma City, Tanzania

Unemployment refers to the situation in which an individual who is actively looking for employment is not capable to find work (Rakna et.al, 2017). In this study, unemployment is the situation where students who graduate from different levels of education remain jobless after completing their studies.

1.9 Organization of the Study

This study is structured into five chapters. Chapter one presents preliminary information about the study. The aspects discussed in this section are the introduction, background to the problem, statement of the problem, purpose of the study, objectives of the study, research questions and, significance of the study. It also describes scope and limitations of the study, definitions of operational terms and finally the organization of the study is presented.

Chapter two presents a review of the literature related to career guidance and career aspiration among students in public secondary schools in Dodoma City, Tanzania. It begins with the review of the theory guiding the study and then thematically reviews

various literatures related to the study. The synthesis of knowledge gap is then drawn as well as presentation of the conceptual framework.

Chapter three focuses on the research methodology of the study. It describes the research design and approaches of the study. It goes further by describing the location areas and the target population used to this study. The chapter also indicates the sampling procedures and data collection instruments that were used in this study. Moreover, it describes how the collected data were analysed; the trustworthiness of the study was shown as well as ethical issues.

Chapter four is mainly based on data presentation and discussion of the findings. The findings about Career Guidance and Career Aspiration among Students in Public Secondary Schools in Dodoma City, Tanzania are presented analysed and discussed basing on the research objectives which guided this study. Lastly, chapter five gives the summary, conclusions and recommendations for action and further research to be done where possible.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This part consists of the review of literature on Career Guidance and Career Aspiration among Students in Public Secondary Schools in Dodoma City, Tanzania. It includes the theoretical framework, empirical studies, summary of reviewed literature and research gap and the conceptual framework of the study.

2.1 Theoretical Framework

Theoretical framework is a framework which presents set of ideas on an existing theory in a field of inquiry that is related and reflects the hypothesis of a study (Adom et.al, 2018). The current study was guided by Social Cognitive Career Theory (SCCT). Below is the description of the theory.

2.1.1 Social Cognitive Career Theory

Social Cognitive Career Theory was put in place by Lent, Brown and Hackett (1994). SCCT explains career development as a complex interplay among a person, his/her life characteristics (self-efficacy) and the surrounding (Ramly et.al, 2009). SCCT propounds that career selection is determined by result experiences, career aspirations, and career self-efficacy which acts as a mediating tool among individual's background and interests and outcome expectancies (Hackett, 2002). Moreover, career self-efficacy is affected by individual factors such as (tendencies, sex and health status) and family history and learning experiences (Elizabeth, 2012).

The theory is based on the inter play among background factors and mental growth of the person's variables on individual career development. In this career development model, ones contexts and individual qualities would affect individual learning experiences and self-efficacy. Self-efficacy then may be impacted by individual interests and results expected that ultimately may impact individual career growth (Lent, et.al, 2001).

Furthermore, it is indicated that goals and the contextual factors would have a direct and intermediate impacts on career choice. For instance, career goals and contextual factors are the quality of learning experiences and the resources support available to

learners, whereas an example of perceived contextual factors are person's reaction to/and perception of their surroundings (Elizabeth, 2012). SCCT asserts that career choices of students are determined by various factors such as psychological factors and social-economic factors.

SCCT was useful in this study as it insisted on understanding individual's characteristics (self-efficacy) and their environment on determining career aspirations. Career aspiration as it has been defined in this study is the goal set towards a particular occupation. Career aspirations depend on individual's self-efficacy, individual's background and interests. This theory has been useful in exploring career guidance and career aspiration among students in public secondary schools in Dodoma City, Tanzania. Also, the theory put consideration on the factors influencing students' career aspirations like personal characteristics and environment.

2.2 Review of Empirical Studies Globally

Career Guidance has attracted many researchers from different fields and different parts of the world. This section presents review of empirical studies focusing on the status of career guidance practised in schools, career aspirations among students and factors influencing students' career aspirations. This section reviews studies related to career guidance and career aspiration among students in public secondary schools globally.

2.2.1 Overview on the Status of Career Guidance in Schools

Career guidance in schools has existed for a long time. It aims at assisting learners to reflect on what they are interested in, their education qualifications and abilities. Also, it helps them understand the labour market and education systems related to their needs in life and to become responsible global citizens (Loan & Van, 2015). In Pakistan, Yaqoob (2017) was revealed that majority of high school students believed that they had enough knowledge regarding career choices. Moreover the study showed that students consider career guidance to be very important in their life and they get and consider parents' advice to be of great importance. Furthermore, students claimed that their schools had never planned any career guidance practice

and they had never attended any career related seminars outside their schools. In sum, the study findings revealed that very few schools provide their students with career guidance session and no concept of presence of career counsellors in any school in Pakistan.

In France, learner's career choice takes places at junior secondary schools in which the career direction education begins for the 11-12 years old. It continues during orientation to vocational upper secondary school at 14-15 years old. The role of career education is meant to provide learners with labour market, know-how and increasing their information collection skills, self-assessment abilities, self-knowledge and self-esteem. Teachers who are counsellors dedicated in career education, should spend some hours within the school programme conducting discussion, visiting and practising to workplaces, universities, professionals and technical schools to enrich their learners (Soumeli, 2012).

In Singapore, career guidance and counselling is based on suitable activities for students from primary, secondary and post- secondary school levels. Educational Career Guidance (ECG) Model is adapted where ECG lessons provide learners with opportunities to discover and investigate different industries, jobs and possible supplementary education options, enabling them to distinguish the relevance between their studies and aspirations. Perry, Liu and Pabian (2010) pointed out that when learners see that there is relationship between their studies and their expected career aspirations, they tend to put more efforts in schools.

Similarly, in Malaysia, school career counsellors have the role of preparing the learners for successful changeover to advance their education or towards employment. It is also fixed that career counsellors give career development interventions to learners in a new paradigm that focuses not only on a career choice but also on providing help to attain the necessary employability and self-management skills (Jarvis & Keeley, 2003).

Yuen & Sun (2012) assessed career guidance and counselling for University students in China. The findings indicated that, career guidance in China was given low consideration in previous years. Currently, career guidance in universities is mostly

conveyed through career centres and career tutors. Despite the efforts placed on career guidance programme, it fails to satisfy needs of students. Therefore, there is need of developing more comprehensive career guidance programme to help students.

Furthermore, Orege (2011) assessed the status of career guidance and counselling programmes for students in public secondary schools in Nairobi province. The study used descriptive survey design and information were gathered by the use of questionnaire and interview schedule. The findings of the study discovered that schools had various programmes for the implementation of career guidance and counselling. Those programmes included inviting motivational speakers, career exhibition days or trips and provision of print materials (magazine and career booklets).

Moreover, Ibrahim et.al (2014) investigated the status of career awareness among public secondary school students in Marsabit Central District, Kenya. The study employed descriptive survey design and data were collected by using questionnaire and interview. The study findings showed that, students' career awareness had association with the students' career choices. This implies that, students were aware of making career decision while other students were not aware of careers and they faced difficulties in career choices.

2.2.2 Career Aspirations among Students

Francis et.al (2003) examined lesson choice and career aspirations among girl pupils in United Kingdom (UK). The information was collected through questionnaires to pupils of 10 and 11 years old. The research revealed that $\frac{1}{4}$ of the pupils failed to identify any precise job while $\frac{3}{4}$ of the pupils identified one or more precise jobs. Also the results showed a variety of jobs which students expected to become such as: doctor, lawyer, teacher, accountant, physiotherapist, journalist, media, computer, Information Technology (IT) and business. The previous study examined career aspirations of the girls' school only and the current study assessed the career aspirations of both boys and girls.

Similarly, Wong (2015), in UK, identified five types of science participation among minority ethnic students. The study employed an explanatory qualitative approach to obtain information from the informants. The study findings established that students who were not majoring science subjects lacked career aspirations while students who majored science subject had higher career aspirations after completing their studies. Most of the students who were pursuing science subjects in secondary school had career goals soon after completing their studies which was contrary to most of arts subject students. Therefore, the study concentrated much on students' aspirations towards sciences leaving behind art subjects. Thus, the current study concentrated on identifying students career aspirations from all subject combinations.

Additionally, Sarkar (2016) conducted a study on career aspiration for medical college students in Kolkata India. The study employed pre-tested and pre-designed self-administered questionnaire to gather information. The results of the study showed that financial security, self-interest and passion for the profession were the most common reasons why the study participants choose degree in medicine and surgery (MBBS) as a career of their choices. Therefore, one would argue that today's students usually select subject combinations that lead to lucrative jobs.

In Australia, Gore et al. (2015) did a study on socioeconomic status and career aspirations of Australian school students. The study had the following objectives: to find out how early career aspirations were taking shape and; to examine if career aspirations varied by socioeconomic status (SES), gender, prior achievement, location and year level. The findings indicated that students were found to recognize what they preferred to do after completing their studies. Also the results indicated that, there were a limited association between occupational status, year level, prior achievement, SES, gender and location. However, the study did not show how students accessed career information in schools. Therefore, the current study sought to address career guidance and career aspiration among students in public secondary schools in Dodoma City, Tanzania.

Onuigbo (2018) investigated career choice among secondary school students with visual impairment in Enugu state in Nigeria. The study indicated that the career

aspirations among visually impaired students were mainly in the Arts, social science and education (journalist, social worker and teacher). Also, the study findings indicated that students with visual impairment disagreed with careers in the field of engineering and physical sciences. Thus, it is worth noting that different students have different career aspirations.

In Kenya, Kaburi (2012) investigated the provision of prevocational subjects and students vocational aspirations in secondary schools in Thika district. The objectives of the study were: to determine vocational aspirations of students in secondary schools; to find out prevocational subjects provided; to establish prevocational subjects preferred by students and; to find out the extent to which prevocational subjects reflect students aspirations. The findings of the study revealed that, student had their career aspirations on engineering, medicine, law careers and managerial positions. However, the findings showed that prevocational subjects were not taught in all schools.

2.2.3 Factors Influencing Students' Career Aspirations

Gungozar (2016) examined factors determining the selection of careers among secondary school students in Turbat Pakistan. The information was collected through questionnaire technique. The focus of the study was on environment, opportunity and personality as factors influencing students' career choice. The study indicated that parents, teachers, peers, family members and counsellors had great influence on choice of career among secondary school students. Also, the results show that personality factors like self- interest, ability and capacity influence career selection among secondary school learners.

Shuba and Naong (2012) studied factors determining learners' career selection and aspirations in South Africa. This research employed quantitative approach, where descriptive and exploratory research design was used. The information was collected by using structured questionnaire. The findings of the study indicated that family (38.30%) was a significant factor in determining children's choice of careers, ability of the learners' self – determination also plays a great role on influencing their career selection.

Elizabeth (2012) examined factors influencing career choice of girls in Thika West District, in Kenya. The study used descriptive research design and the information were gathered through questionnaire and interview schedules. The study revealed that socio – economic factors do not impact girls’ career aspirations but parents’ economic status do affect girls’ career aspirations. Also the study indicated that individual factors like career interest, career self – efficacy, career confidence and learning experiences influence career aspirations of secondary school girls. The current study is going to deal with the factors influencing career aspirations of both girls and boys in schools where the previous study focused only on girls in order to avoid gender disparity.

Mtemeri (2017) did a study on factors that determine the selection of career pathways among high school students in Midland province in Zimbabwe. The study employed survey design and the information were collected through self – designed questionnaire. The study findings revealed that family members, fathers and mothers had an influence on students’ careers. The study also revealed that, geographical location, peers’ advice and career guidance influence students’ career choices. Moreover, the study dealt with high school students but the current study dealt with the O- level students to find their preparedness on the world of works.

2.3 Review of Local Studies

Mabula (2012) did a study on career services provided to students in Tanzania. The study planned to recognize the career programmes available in schools, learners’ career familiarity and the contribution of career programmes to students’ decision making. The data was collected through questionnaires and focus group discussions. The study revealed that students in international schools were provided with many career programmes which imparted them better knowledge on careers different from students in public schools. This implies that, career guidance in international schools were given considerations compared to public secondary schools where students had low awareness on career guidance on making career decisions.

Amani & Sima (2015) did a study on the status of career counselling services in higher learning institution in Tanzania. The findings revealed that, students need to

be aware about the knowledge of the self and world of work, employment chances, occupation requirement and salary and preparing to enter the world of work. Also the findings showed that students from different fields received career information. Furthermore, the findings demonstrated that, career guidance programme is facing various challenges like inadequate professional counsellors, low self- awareness among students and lack of vibrant policy for implementing career guidance in schools. Therefore, career guidance is still needed in schools to help students make sound and informed career choices from a variety careers.

In Tanzania, youth have the ability to recognize and set goals for their future and devote themselves to work hard in order to achieve their future goals. Also, they wish to achieve their goals in order to help their families and community (British Council, 2016). The majority of youths dream of being self-employed and engaged on their occupations in order to achieve their career aspirations.

Aman &Mkumbo (2016) did a study on the influence of family background on career choice among undergraduate students in Tanzania. The study was done qualitatively and the information was collected through focus group discussion. The study findings were analysed thematically and they revealed that family played a crucial role on their children towards career aspirations. The study showed that biological parents encourage their children in selecting careers that of their relatives. The current study will focus on drives which influence learner's career aspirations in secondary schools.

Vaghela (2019) did a study on the determinants of career choice among secondary school students in Tanzania. The study focused on the psychosocial factors of career choice among secondary school learners in Iringa Municipality. The study employed mixed approach and the data were collected through structured questionnaires and interview guide. The study showed that there is a strong relationship between psychological factors and career choice among students compared to social factors.

Mugonzibwa et.al (2000) did a study on factors that influence career selection among advanced level students in Tanzania. The findings revealed that those jobs which receive high reputations in the society have greater influence to students and

were perceived to be an important factor in career choice by majority of the respondents. Also, the study indicated that work characteristics and course characteristics influence career choice of the respondents. Moreover, the findings of the study showed that direct gains and advice from important persons influence career choice.

2.4 Synthesis and Research Gap

This reviewed literature on career guidance and career aspiration among students in public secondary schools had covered foreign and local studies. In the literature reviewed, it was discovered that, different students have different career aspirations thus, career guidance helped in influencing their career aspirations. Studies have showed further that individuals choose a certain career after having clear information through education and career guidance practices offered in their schools. Also factors like parents, teachers, peers, family member, career counsellors, individual characteristics, school environment and economic status have shown to have important role to play in achieving students' career aspirations.

However, the reviewed local studies have not directly assessed the contributions of career guidance and career aspiration among public secondary school students'. Thus, it has helped to reveal a gap about career guidance and career aspiration among students in public secondary schools in Tanzania.

2.5 Conceptual Framework

Conceptual Framework is an arrangement which direct researcher to give details of the natural chain of the phenomenon to be studied (Camp, 2001). Conceptual framework is the coherent arrangement to provide a portrait of how ideas in a study are related to one another (Grant & Osanloo, 2014). This study was guided by a modified conceptual framework by Elizabeth (2012).

The predicting issues of the study were factors influencing career choices such as psychological factors including self-efficacy and personal interest, socio- economic factors which include parents, teachers, peers, school and environment. Also challenges facing students' career aspirations form part of issue under the study. The mediating issue of the study was the availability of career guidance and counselling

services in schools such as career visit, trained career counsellors, career materials, and knowledge on how to choose career, career clubs and career programmes. The resulting issue of the study was students' career aspirations. Career aspiration was measured by the highest level of education and the career choice made by students.

As shown in figure 1.1, the study showed that career choices of students can be influenced by psychological factors and socio-economic factors'; psychological factors include self-efficacy, personal characteristics like interest, capability and self-concept. Socio-economic factors (Parental level of education, teachers, and peers, economic status of the family, school and environment) parents whose level of education is higher, their children are expected to have higher career aspiration than parents whose educational level is low. Also students who have role models with high level of academic qualifications had higher career aspirations. Moreover, various challenges are facing students' career aspirations like inadequate professional teacher-counsellors, limited school timetable and low self-efficacy among students.

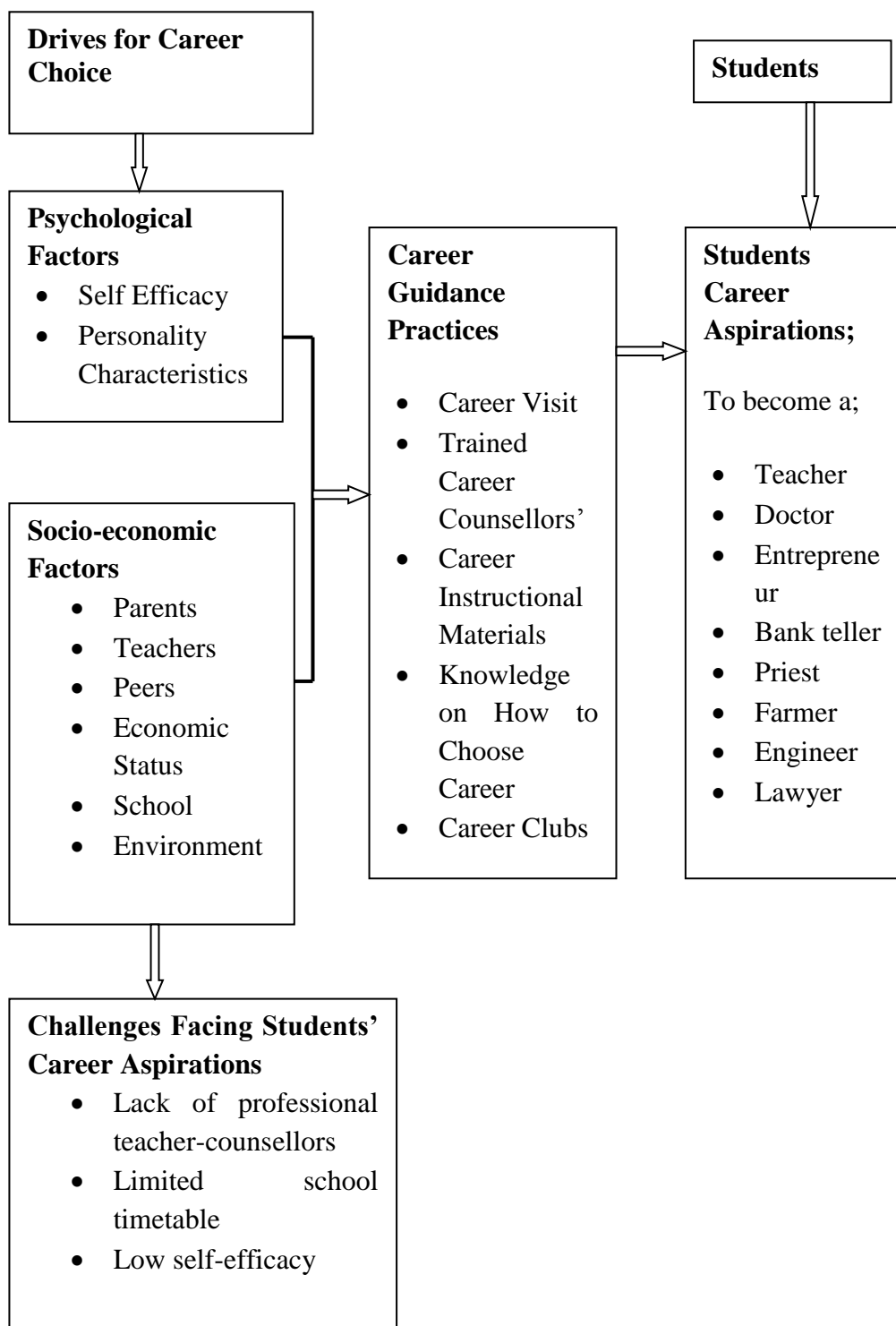


Figure 2. 1: Conceptual Framework on Career Guidance and Career Aspiration among Students in Public Secondary Schools.

Source: Conceptual Framework adopted from Elizabeth, (2012)

2.6 Chapter Summary

The chapter presented a review of literature related to the study. It involved the theoretical frame work in which SCCT was presented, review of related themes, review of empirical studies globally and at local levels, knowledge gap, and conceptual framework and summary of the chapter. Based on the literature reviewed, it has been indicated that career guidance in schools plays a significance role towards students' career aspirations by ensuring appropriate provision of career information. Also it was established that most of the students aspire to a particular career after completing their education in order to fulfil their dreams. Moreover, the study indicated that in order for students to meet their career aspirations, there are various factors like family background, personal characteristics, peers and friends, and teacher-counsellors which influence them towards their goals.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

This part presents the research methodology on the career guidance and career aspiration among students in public secondary schools. It covers research approach, research design, study location, target population, sample and sampling procedures, data collection methods, data analysis procedures, trustworthiness and ethical considerations.

3.1 Research Approach

This study was guided by qualitative research approach. According to Yin (2011) qualitative research is the way of assessing attitudes, feelings, behaviour and opinions in order to discover meaning. The qualitative research approach suited this study since it allowed deep assessment of career guidance and career aspiration among students in public secondary schools. Also the research approach allowed the researcher to collect information from the natural settings (secondary Schools).

In this study the qualitative approach helped the researcher to get secret information from participants who were easily shown through individual emotional responses. The approach helped the researcher to easily identify heads of schools, teacher-counsellors and students' opinions on career guidance and career aspiration in public secondary schools.

3.2 Research Design

Research design is a master plan of a research that gives light on how research is to be conducted (Yin, 2011). The study employed a case study design. Case study is a holistic study of the deep and close issues through which efforts are made to study each and every aspect of the concerning unit in details (Ary et.al 2010). Case study was relevant to this study because the researcher intended to explore in-depth understanding from heads of schools, teacher counsellors and students about career guidance and students' career aspirations. It also provided a chance to study an aspect in detail within a limited time (Cohen et.al, 2013).

3.3 Location of the Study

The study was conducted in Dodoma City located in central part of Tanzania. It is bordered by Chamwino district in the East and Bahi district in the West. It is 456 kms from Dar es Salaam and 426 kms from Arusha (URT, 2013). According 2012 census report, Dodoma Municipality (now Dodoma City Council) had 410,956 people, of which males were 196,487 and females 211,469 (URT, 2013). Dodoma City is divided into one parliamentary constituency, 4 divisions, 4 wards and 18 villages (URT, 2013). Dodoma City has 51 secondary schools out of which, 36 are public or community owned and 15 private schools.

Dodoma city was chosen for this study based on the criterion of having different colleges and Universities which help students to meet their career aspirations after completion of secondary school education. The Ministry of Education and Vocational Training (2007), states that students need career guidance and counselling in choosing suitable careers after they complete their secondary education. Therefore, the researcher opted for this study in order to assess career guidance and career aspiration among students in public secondary school.

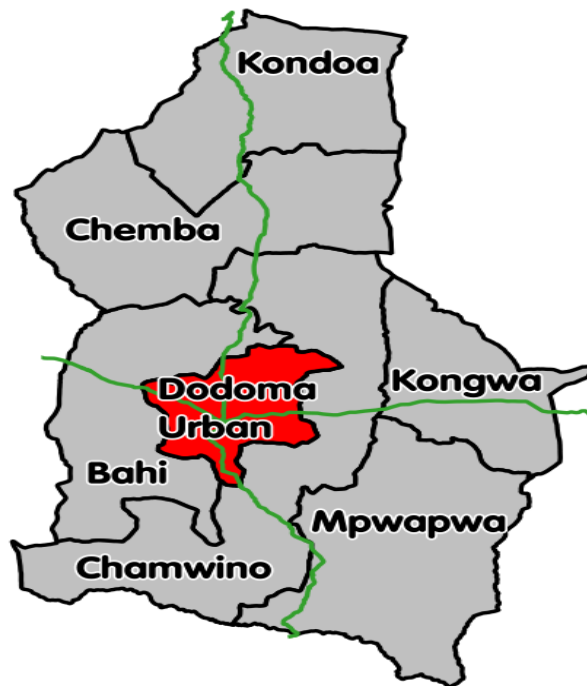


Figure 3. 1: The Map of Dodoma City

Source: From Dodoma Profile Book, (2018)

3.4 Study Population

Population is a set of all cases of interest to the researcher (Chirese, 2006). This study was conducted in the public secondary schools in Dodoma City. Thus, the targeted population included secondary school students, teacher counsellors and heads of schools in Dodoma City.

3.5 Sample Size and Sampling Procedures

Sample is a group of study participants drawn from a population to represent the whole population (Cohen, et.al 2013). Therefore, the study was carried in four (4) public secondary schools in which form three and form four students were involved.

3.5.1 Sample Size

Sample size is the set of respondents studied by the researcher for generalizing about the characteristics of target population (Creswell, 2014). The study involved eighty four participants, where twenty students were from form III and twenty students were from form IV class, and four were teacher-counsellors. The rationale for choosing Form III and Form IV students was that, students had an idea about careers as they were doing subject selections. According to URT (2007) form III and form IV students are having lesson specializations which may determine their career decisions. The study was done in four (4) secondary schools which included 20 students from form three and form four students from each school. Also it involved four heads of school as well as four teacher counsellors. Therefore, Form III and IV students provided appropriate information on career guidance and career aspirations.

3.5.2 Sampling Techniques

Sampling techniques involve process of selecting few elements to represent the whole population under the study. Sampling is the tactic used to select participants from the whole population to gain information about the larger group (Cohen, et.al, 2007). The study employed convenience and purposive sampling techniques in choosing sampled schools and participants respectively. Convenience sampling is a type of non -probability sampling where participants of the targeted population that have practical criteria, such as easy accessibility are included for the purpose of the study (Etikan et.al, 2016). Four secondary schools were selected due to the following

criterion: location of the schools was convenient for the researcher to access the information. It was found that the technique was cost effective in terms of funds and time during the study. Head of schools, teacher-counsellors, Form III and Form IV students were purposively selected due to the fact that they were expected to provide valuable information about the presence of career guidance in their schools.

Table 3.1: Summary of the Study Participants

Category of the Sample	Sample size			Sampling Techniques
	F	M	Total	
Heads of schools	1	3	4	Purposive Sampling
Teacher-counsellors	3	1	4	Purposive Sampling
Form III	20	20	40	Purposive Sampling
Form IV	20	20	40	Purposive Sampling
Grand Total	44	44	88	

Source: Field Data, (2019)

3.6 Data Collection Methods

Methods refer to the tools or procedures used to generate data. Open ended questionnaire and semi- structured interview were used to collect data from the study participants. The methods were chosen because of their flexibility and receptiveness to rising issue for both researcher and respondent (Yin, 2004).

3.6.1 Questionnaire

Questionnaire is a data collection method used for collecting useful information in absence of the researcher and is often comparatively straight forward to analyse (Cohen et al, 2011). Questionnaires were more useful since they were precise and clear to both the researcher and informants. Questionnaires may involve both open-ended and closed ended questions depending on the purpose determined by the researcher in collecting information. Since this is a qualitative study, it employed open -ended questions to collect information from students.

Open ended questionnaire allow respondents to fill in blanks to alternative questions (Gray, 2006). Also, open ended questionnaires allow informants to express

themselves with no limitations as opposed to closed questionnaires which offer a variety of answers from which the informants may select (Mtemeri, 2017). In this study, open ended questionnaires were employed to Form III and Form IV students. Open ended Questionnaires were useful in the study since they allowed the researcher to yield more reliable and valid information about career guidance and career aspiration among students in public secondary schools. Also open ended questionnaires were used to avoid directive questions and therefore motivate respondents by giving them a chance to give their opinions freely (Zull, 2016).

3.6.2 Semi-Structured Interviews

Interview means a face to face conversation and interaction between the researcher and the participant. Interview is a dialogical discussion that gives the researcher the opportunity to participate actively in the interview (Yin, 2003). In this study, the researcher used semi-structured interview to obtain related information from secondary students about their career aspirations. The interview technique was used to obtain first- hand information from the students and teacher counsellors about career guidance and career aspiration among students.

Also the technique addressed questions which were not well captured in the open-ended questionnaires. The information was gathered through note taking and audio tapes in order to allow the researcher to analyse data easily. The interview was administered for fifteen (15) minutes only for each interviewee. This helped to get clear information on career guidance and career aspiration among students.

Semi-structured interview was used in this study to collect information from, heads of schools, teacher-counsellors and students about the problem under the study. For example, basing on objective number one that intended to assess the status of career guidance practised among students in secondary school, the interview was done to heads of schools, teacher -counsellors as well as students. Collection of information from the three groups helped the researcher with adequate and various data from different experiences. Interviews also provided participants with freedom to share their experiences and practices on career related issues in details. Therefore semi-structured interviews facilitated the qualitative data collection.

Table 3.2: Summary of Data Collection Methods

S/N	Research methods/ Instruments	Type of data	Source of data	Data Analysis techniques
1	Open ended questionnaire	- Status of career guidance practices -Students career Aspirations -Factors that influence students career aspirations.	Students	Thematic content analysis
2	Interview Guide	-Status of career guidance practices. -Students career Aspirations. -Factors that influence students career aspirations.	-Heads of school -Teachers -Students	Thematic content analysis

Source: Field Data (2019)

3.7 Data Analysis Procedures

Data analysis is the process of obtaining usable and useful information for the purpose of describing and summarizing data, identifying the relationship between variables, compare variables and fore casting outcomes (Kawulich, 2004). The study employed thematic analysis to analyse the information. Thematic analysis is the process of identifying patterns or themes within qualitative data (Yin, 2002). Thematic analysis was employed because it allowed flexibility and provided suitable procedure in qualitative study. The researcher read written documents, listens and record audible information in order to identify the content relevant to the research objectives and research questions. Therefore, the information was coded in order to generate themes and sub-themes under the study.

3.8 Trustworthiness of the Study

In quantitative studies, validity and reliability are used to ensure research consistency, trustworthiness is used in qualitative research to ensure the same thing. Qualitative researchers think about dependability, credibility, transferability and conformability as trustworthiness criteria to ensure the rigour of qualitative findings (Schwandt; Lincoln & Guba, 2007). A study is trustworthy if and only if the reader of the research report judges it to be so.

3.8.1 Credibility

Credibility refers to the honesty of the outcomes which ensure what is actually intended (Cresswell, 2003). The researcher used peer debriefing and the external auditors in order to get feedback to improve the quality of the study findings. Also the researcher employed member- checking to ensure the research study findings and get rid of researcher's bias when analyzing and interpreting the results.

3.8.2 Transferability

Transferability refers to the extent to which the outcome of qualitative research can be transferred to other contexts with other participants (Bitsch, 2005). In the current study, the researcher ensured the quality of the findings into another context by facilitating thick description. Li, (2004) argues that, thick narrative enables the researcher to make judgment about how well the research situation fits other contexts.

3.8.3 Dependability

Dependability refers to the steadiness of the findings over a moment in time (Bitsch, 2005). According to Cohen et.al (2011), dependability involves participants making judgment about the result and the explanation and recommendations of the study to make sure that they are all supported by the data received from the informants of the study. Therefore, the researcher established appraisal in which the researcher accounts for all the research decisions and activities during data collection and analysis (Li, 2004).

3.8.4 Confirmability

Confirmability refers to the extent to which the outcome of an investigation could be confirmed or corroborated by other researchers. It is concerned with establishing information and interpretations of the results are not figments of the inquirers thoughts but are clearly derived from the data (Tobin & Begley, 2004). The researcher used audit trail strategy to ensure that the research findings originates from the informants and not otherwise.

3.9 Ethical Consideration of the Study

Research ethics refers to the type of the arrangement that the researcher makes with the research participants. Research ethical issues fall into the following groups: defence from stress, mischief or jeopardy to participants, informed consent, right to privacy, confidentiality and honesty with professional colleagues (Best & Khan, 2006).

Research clearance; the researcher sought clearance letter from the Directorate of Graduate Studies and Continuing Education of the University of Dodoma. The letter helped the researcher to seek permission from City Executive Director and City Educational Officer in Dodoma city for conducting research and collecting data in the selected secondary schools. The permit letter helped to introduce the researcher to respective heads of secondary schools concerning the objectives of the study.

Informed Consent: the researcher ensured informed consent and provided sufficient information about the significance of the study to the informants. This helped the participants to make informed decisions on cooperating with the researcher.

Confidentiality: the researcher ensured confidentiality to the participants by ensuring non- disclosure of the participant's information. Also, participants were assured that there was no harm of any kind and that the information provided was confidential and it was only meant for the intended purpose of the study.

3.10 Chapter Summary

This chapter presented the study methods that were used for data collection and analysis procedure. A case study design was adopted to generate and analyse data

through qualitative approach. Also the study employed purposive and convenience sampling procedures to collect data from the participants. Data were obtained from the heads of schools, teacher-counsellors and students (form three and form four students). Also the chapter indicated the location of the study, sample process, data collection procedures, data analysis, trustworthiness and ethical considerations related to the study.

CHAPTER FOUR

PRESENTATION AND DISCUSSION OF THE FINDINGS

4.0 Introduction

This chapter presents the presentation and discussion of the findings from the study on career guidance and career aspiration among students in public secondary schools in Dodoma City. The presentation of finding was guided by the three research objectives: to assess the status of career guidance practised in secondary schools, to assess career aspirations of public secondary school students and to assess factors influencing career aspirations of public secondary school students.

The presentation of the findings starts with demographic characteristics of the informants followed by results of the study as per specific objectives of the study.

4.1 Demographic Characteristics of the Informants

The study sought to obtain some demographic characteristics of the informants who were involved in the study that is, heads of schools, teacher-counsellors and students from four public secondary schools in Dodoma City. The demographic characteristics studied included gender, age and level of education as well as occupations as follows.

4.1.1 Gender of the Informants

Gender as socially constructed characteristics of women and men is one of the demographic characteristics of the informants studied. This aspect was investigated due to the fact that career guidance and aspiration can be differentiated along with gender. Gender of the informants in the study is as shown in Table 4.1.1

Table 4.1.1: Gender of the Informants

S/N	Respondents category	Gender		Total
		Male	Female	
01	H/ School	03	01	04
02	T/ Counsellors	01	03	04
03	Students	40	40	80
04	Total	44	44	88

Source: Field Data, (2019)

Table 4.1.1 above indicates that there was equal gender representation 50:50 for male and female. However, there were more male heads of schools 3:1 and more female teacher counsellors 3:1. For the students, there was equal representation 40:40 for males and females. The study indicated that, there were more male heads of schools than females due to the fact that males are considered to perform well in administrative responsibilities compared to females. Also it was observed that there were more female teacher-counsellors than males because women are traditionally perceived as good care takers thus can be useful in career guidance. Moreover, the study sought to have equal gender because nowadays both boys and girls are enrolled into school hence no gender imbalance. Therefore, including equal gender could enable to obtain clear information.

4.1.2 Education Level of Informants

The study also assessed level of education of the informants. The level of education of the informants was considered important in the understanding of the contributions of career guidance towards students' career aspirations in secondary schools. This was considered since the study expected to yield appropriate career information from the informants. Table 4.1.2 below shows the educational level of informants in the selected secondary schools in Dodoma City.

Table 4.1.2: The Educational Level of the Informants

Education level	H/ school		T/ Counsellor		Student	
	Frequency (F)	Percentage (%)	Frequency (F)	percentage %	Frequency (F)	percentage %
Masters	03	75%	01	25%	-	-
Bachelor	01	25%	03	75%	-	-
Diploma	-	-	-	-	-	-
Form IV	-	-	-	-	40	50%
Form III	-	-	-	-	40	50%
Total	04	100%	04	100%	80	100%

Source: Field Data, (2019)

The findings in Table 4.1.2 above indicated that (75%) of the heads of the school had Master degree. For the case of teacher-counsellors only 1 (25%) had a Master degree and 3 (75%) had bachelor degree. Moreover, the findings indicated that none of the

heads of school or teacher-counsellors had diploma education. This was due to the fact that currently most of diploma teachers are upgrading their educational levels in order to reach at least a bachelor degree. Additionally, form three and form four students were involved equally in the study which made 50% from each class in order to avoid gender imbalance. It was observed that most of the heads of schools upgraded due to the administrative demands which need personnel who are well equipped with administrative skills. Also most of the teacher-counsellors had bachelor degree due to the fact that most of them were not yet interested with Master Education due to low attention given to the department of guidance and counselling in secondary schools. Education level of respondents was significant to this study as it helped to know the level of education informants possessed. This had an impact in sharing relevant information in relation to the study objectives and tools as each shared in accordance with his or her understanding which was influenced by the education level.

4.1.3 Age of the Informants

The study recognized the age of the informants for heads of school, teacher-counsellors as well as students who participated in the study. Table 4.1.3 indicates age of informants involved in the study.

Table 4.1.3: Age of the Informants

Informants Age (yrs)	Heads of school		T/Counsellor		Students	
	Frequency	percentage %	Frequency	percentage %	Frequency	percentage %
15-20	-	-	-	-	80	100%
21-25	-	-	-	-	-	-
26-30	-	-	-	-	-	-
31-35	01	25%	03	75%	-	-
36-40	03	75%	01	25%	-	-
TOTAL	04	100%	04	100%	80	100%

Source: Field Data, (2019)

The above 4.1.3 Table shows that most of the head of schools and teacher-counsellors involved in the study were aged between 31-35 and 36-40 years. This was due to the fact that the informants who were 40 years and above were considered

because of experience they had in the teaching profession. Moreover, the age indicated how experienced and mature head of schools were in their occupations to provide accurate information about the study. The students involved in the study were aged between 15-20 years. The age structure of the informants helped in data collection and analysis on career guidance and career aspiration among students in secondary schools.

4.2 Findings for Specific Objectives of the Study

This part presents results as per three objectives of the study on career guidance and career aspiration among students in secondary schools.. The data presentation was done by considering themes developed through coding.

4.2.1 The Status of Career Guidance in Secondary Schools

The first objective of the study was to assess the status of career guidance in secondary schools. In this regard, the study assessed the availability of career guidance services in secondary schools. Data were gathered from head of schools, teacher-counsellors and students through semi- structured interview and open-ended questionnaire methods. After organizing, re-reading and coding of the findings; main themes and sub-themes were developed based on objectives of the study as shown in Table 4.2.1 below:

Table 4.2.1: Main themes and Sub-themes

Main themes	Sub-themes
Career guidance practices	i) Inviting career experts/ guest speakers
	ii) Peer Guidance
	iii) Career Seminars

Source: Field Data, (2019)

The findings indicate that, heads of school, teacher counsellors and students indicated that inviting guest speakers/ career persons, conducting seminars and subject clubs and peer guidance brought positive effect towards students' career aspirations. Moreover, the career guidance practised in schools was not that much effective due to less consideration placed on the provision of career guidance services in schools.

4.2.1.1 Enhancing Career Aspiration through Inviting Guest Speakers

This sub-theme sought to assess the invitation of guest speakers/career experts in secondary schools on enhancing students' career aspirations. Data were collected from heads of schools and teacher-counsellors through interview method while open-ended questionnaires were administered to students. The following description was given by the heads of school and teacher-counsellors;

We used to invite career experts from micro finance banks who used to come and speak to our students. The coming of career experts helps students whose career aspirations reflect those of the experts. They receive adequate information and clear some confusion they had before (Interview with Head of school A, 4th Sept 2019)

Additionally, another teacher-counsellor articulated that:

We had university students from near our school that came to provide information to our students about various careers. For example, we had university students' medicine programme majors who came to speak to our students wishing to become doctors, nurse and pharmacists. They gave them adequate information about their career (Interview with Teacher-counsellor B, 9th Sept 2019, School B)

The quotes above indicates that heads of school, teacher counsellors and students revealed that inviting guest speakers in their school had brought a positive change towards students' career aspirations by providing adequate career information. Also, it was shown that, heads of school were allowing different personnel from different careers to visit their schools in order to share their knowledge and experience with their students based on different careers. It was also important to students since they received accurate information concerning the career/job they intended to pursue in order to fulfil their future dreams.

Additionally, one of the students from school B had this to say;

Different guests used to come to our school to explain to us about various careers. For example, guests from National Microfinance Bank came to speak and insist us to put much effort in our studies in order to reach our dreams. They explained to us more about their career and what to do in order to succeed for those who wished to be accountants and bankers. The coming of those guests gave us a room to understand more about their career and clear some doubt we had before (44th Student Interview, 9th Sept 2019, School B)

The quote above explains that, the coming of guest speakers had given students a room to receive adequate information about various careers. Also students added that through the information provided, it helped them stay in line and believe their dreams would come true after completing their studies.

Moreover, the findings indicated that students who concentrated on the information given by guest speakers were expected to maintain their career aspirations after completing their studies. Therefore, career guidance practised in schools is considered to be an important factor in ensuring that students' career aspirations are achieved. Additionally, secondary school students should make sure they make use of guest speakers and career experts whenever they are available in order to receive clear information and avoid confusion which comes from the wrong sources.

4.2.1.2 Peer Guidance and Career Aspirations

This sub-theme sought to assess peer guidance as a career orientation practised in secondary schools to facilitate students' career aspirations. Data were collected from heads of schools, teacher-counsellors and students through interview method. The following descriptions were obtained:

My friend who is now working as an engineer influenced me to like this career because it offers more money; it has good working conditions and gives him respect to the family and the society at large. From my friend's advice, I find myself wishing to become an

engineer after I complete my studies (8th Student Interview, 12th Sept 2019, School C)

The quote above indicates that, peer guidance played a significant role on students' career aspirations through discussions and consultations among students. Students added that, information they received from their fellow students influenced them to prefer a particular career after their studies.

Similarly, the following head of school responded that:

We emphasize peer guidance in our school because we believe it can help students meet their dreams. For example, students who fear to meet their teacher counsellor can meet their fellow students and receive advice and required information about the career they wish to pursue. I believe all students are not capable of facing their teacher-counsellors when they are in need of choosing their future career. Therefore, as a school, we planned to have student peer guidance in order to help students who sometimes fear to consult their teacher-counsellors (Interview with Head of school 2, 12th Sept 2019, School B)

Correspondingly, another teacher counsellor D responded that:

My department has arranged a group of students who are capable of giving information about various careers to their fellow students. For example, our school has been using form five and form six students to advise their fellow form three and form four students on the selection of subject combinations which could prepare a path to their career (Interview with Teacher-counsellor D, 11th Sept 2019, School D)

The quote above reveals that students' interaction, encouragement and information are powerful tool for one to choose a certain career. It is also observed that, students are free to receive advice and encouragement from their fellow students who they trust most compared to their teacher counsellors who sometimes they fear. It was

also indicated that it was easy for students to interact with and understand each other as they had common language to share on various information. Therefore, peer guidance should be emphasized in schools in order to make students well informed about various careers.

4.2.1.3 Enhancing Career Aspiration through Career Seminars

This sub-theme sought to assess career seminars which were conducted to enhance effective career guidance in secondary schools. Data were collected through open-ended questionnaire and interview method from heads of schools, teacher-counsellors and students. The descriptions below were given as follows:

We normally have seminars twice a year with form three and form four students where our department advises students on the appropriate subject combination to select. Also in those seminars, explanations about various careers are given to students which accord them an opportunity to seek for more information about their future careers (**Interview with Teacher-counsellor A, 4th Sept 2019, School A**)

The study findings indicated that, in schools, career guidance department used to impart knowledge and experience to their students especially those who were to choose subject combinations. Adequate information about various careers was being provided to students about the marketable careers and techniques to undertake in order to succeed in the career they wanted.

Also another teacher-counsellor B responded that:

Career seminars in our school help our students to remain in line with their career choices. It is clear that without clear information students cannot understand what career is appropriate for them. Hence they can find themselves choosing wrong careers in the future (**Interview with Teacher-counsellor B, 12th Sept 2019, School B**)

The above quotes indicate that career guidance practices help students to choose subject combinations in secondary schools which can lead them into their aspired

careers. This is due to the fact that, students' career aspirations begin from the time they choose subject combinations in secondary schools. Also, students are given important information on the relationship between subject combinations and the careers they expect to pursue in the future.

Generally, the first objective of the study sought to assess the status of career guidance in secondary schools. The study findings have shown that, there were career guidance practices in secondary schools such as inviting guest speakers, peer guidance and career seminars although such practices did not adequately meet students' career needs. In most cases, heads of school and teacher-counsellors contended that, regardless of having such career practices, there were challenges they were encountering on implementing career guidance in their schools such as lack of career guidance facilities like career guidance materials and offices.

4.2.2 Students Career Aspirations

The second objective of the study sought to assess career aspirations of secondary schools students. The aim was to find out if students had and started to form inclination towards different careers and the role played by career guidance to enhance their future goals. This was guided by research question that asked how were secondary school students forming their career aspirations. However, after organizing, re-reading and coding of the findings; main themes and sub-themes were developed based on objectives of the study as shown in Table 4.2.2 below:

Table 4.2.2: Main Themes and Sub-Themes on Students' Career Aspirations

Main Theme	Sub-Theme
Students' Career Aspiration	<ul style="list-style-type: none"> i. Student's Career Preferences ii. Student's Conception of Career Guidance towards career aspirations

4.2.2.1 Student's Career Preferences

Students' career preference was the first sub-theme developed from the second objective that intended to assess students' career aspirations in secondary schools. Under this sub-theme, data were collected from students through interview and

questionnaire. However, students were asked which career / job they would prefer to do after completing their studies and their responses were indicated as follows in Table 4.2.2.1 below.

Table 4.2.2.1: Students' Career Preferences

S/N	Type of career	Number of students	Percentages (%)
01.	Medicine	15	18.8%
02.	Law	10	12.5%
03.	Engineering	08	10%
04.	Teaching	06	7.5%
05.	Music	04	05%
06.	Entrepreneurship	10	12.5%
07.	Nursing	02	2.5%
08.	Politics	05	6.3%
09.	Security	10	12.5%
10	Pharmacy	10	12.5%
	Total	80	100%

Source: Field Data, (2019)

The findings in Table 4.2.2. 2 above shows that, majority of students preferred to become doctors, engineers and lawyers; a few students preferred other careers. This shows that students had career aspirations which they wished to fulfil after completing their studies with great expectations. The following responses were obtained from students about career preferences:

I wish to become a doctor after completing my studies in order to help my family and the nation at large. I believe that when I become a doctor, my dream would be met because it is the career I liked since I was in primary school. Currently, I am studying hard so that I have good performance in science subjects (Biology, Physics, Chemistry and Mathematics) in order to make my dream come true. Also I like becoming a doctor because it is a career which pays good salary

when one is qualified (13th Student Interview, 5th Sept 2019, School B)

The quote above indicates that majority of the students wished to pursue careers which could enable them earn more money, stay in comfortable environment and be respected in the society. Also it was revealed that, as the world's economy keeps on changing, young generations are preparing themselves to be accommodated in the rapid changes in the world of work in order to avoid challenges which might hinder their success in the future. Therefore, most of the students wished to pursue careers which could place and make them socially, economically and personally stable.

Another student had the following to say:

After completing my studies, I want to become a lawyer because I don't want other careers like teaching because of low payment, poor working environment they normally attract. My expectation is that when I become a lawyer, I will be paid more money compared to other careers. Also I will be respected and work in a good environment compared to teachers (11th Student Interview, 11th Sept 2019, School C)

Furthermore, another student articulated that:

After I complete my studies, I wish to become an entrepreneur because my dream is to be self-employed. Nowadays, most of the university graduates are roaming around villages with no employment despite being certificate, diploma or degree holders. This does not differentiate them from those who had not attended any university or college. Therefore, to avoid that challenge of being unemployed, I want to employ my-self in various projects after doing my studies (6th Student Interview, 12th Sept 2019, School D)

The above quote shows that student wish to become self-employed in the future after completing their studies. Moreover, the findings indicate that, students are aware of

the prevailing challenges of unemployment and they prepare themselves to overcome those challenges earlier before they enter the world of work. Therefore, most of students' career preferences reflect on their need of good life in the future and helping their families and the society.

4.2.2.2 Conceptions of Career Guidance towards Career Aspirations

Students' conception of career guidance towards career aspirations formed the second sub-theme under students' career aspirations. The study collected data on this aspect in order to ascertain heads of schools, teacher-counsellors and students' conceptions on career guidance in influencing students' career aspirations. Semi-structured interview and open-ended questionnaires were used to collect data from heads of school, teacher-counsellors and students. The analysis indicated that heads of school, teacher-counsellors and students, conceptualized career guidance as a process which involves helping students to achieve their desired career aspirations by assisting them to select fields or careers of their interest which matched with their capability.

In responding to the meaning of career guidance, one of the heads of school articulated:

Career Guidance is a programme offered to students to help them acquire knowledge, information, skills and experience necessary to identify career options which can lead them in making career decisions about various career fields. It involves providing information about different careers to students which will help them meet their career aspirations (Interview with Head of school B; 7th Sept 2019).

The above response indicates that heads of schools were playing a big role in helping students achieve their career goals. Also, heads of school were motivating their students to receive appropriate career information whenever it was needed.

On the same view, one of the interviewed heads of school commented:

Career guidance is a programme designed to assist students in making informed educational and career choices. It also involves guiding students towards their future goal. It is a journey on which students develop to make informed decisions which will help them throughout their lives. (Interview with Head of school C; 12th Sept 2019)

The concept of career guidance given above by the head of school generally indicates that heads of school views career guidance as the service provided to students with the intention of assisting them make appropriate occupational choices and meet their career aspirations in the future. It is believed that effective career guidance creates awareness to students about different career opportunities. Also career guidance makes students confident in their bid to realise their dreams by shaping them towards the career one is aspiring for. The teachers' understanding about career guidance was more similar because they all showed that, career guidance intends to give help and advice to secondary school students in order to make their career aspirations come true.

On this aspect, teacher-counsellor said;

Career guidance is the help given to students towards their desired career by considering their wishes. It involves giving students adequate information, knowledge and experience about different careers/jobs. Also it is intended to make students well informed about variety of careers and their requirements. (Interview with Teacher-counsellor; 3rd Sept 2019, School B)

The above claim indicates that, teacher-counsellors' understanding were the same in the sense that they all regarded career guidance as the process of helping students understand about different careers and provide adequate information which could help students fulfil their career aspirations.

Another interviewed teacher-counsellor had the following conception about career guidance:

Career guidance is the programme offered in schools in order to help students who experience difficulties in terms of choosing careers of their life. It directs students towards their Career path. For example, if a student wishes to become a lawyer, he/she is given sufficient information of what to do in order to effectively meet his/her dreams (Teacher-counsellor; 2nd Sept 2019, School D)

The above quotation shows that teachers' responsibility is to guide students into the right direction in order to achieve the right career aspirations in their future life. Also career guidance helped students to clear vague thoughts among themselves.

On sharing the same question, the other interviewed teacher-counsellor responded that:

Career guidance is a support given to young students to obtain necessary information they need in order to help them do something they like in the future. It focuses on creating awareness to students in choosing a career which matches with their interest and avoid choosing wrong career which go against their expectations (Interview with Teacher-counsellor; 5th Sept 2019, School B)

The quotation above indicates that, students' awareness on choosing the right careers in their life depends entirely on the advice and the information provided by their teachers in schools.

Apart from the heads of schools and teacher-counsellors' conceptions about career guidance towards career aspirations, students showed their understanding through open-ended questionnaire as follows;

Career guidance is the process which involves advising and guiding someone to reach his/her dreams. Example, I want to become a lawyer and the career guidance programme in my school had helped me to prepare for that career. In our school, teacher

counsellor advise students when they are in need of help concerning their career aspirations especially form three and form four students (4th Student 9th Sept 2019, School C)

Similarly, the other student had the following response on career guidance towards career aspirations:

Career guidance is a programme which deals with assisting students by providing them adequate information about their future career. It also helps students to know what combination to undertake in order to fulfil the need of their future career. It further gives students experience, background and challenges about various jobs (8th Student interview; 11th Sept 2019, School A)

The above findings show that heads of schools, teacher-counsellors and students were aware about career guidance and its influences on students' career aspiration. Moreover, most of the students had low awareness on the usefulness of career guidance services while they were in schools. Therefore, career guidance was seen as the path which leads student towards their career aspirations.

Generally, the second objective was on assessing students' career aspirations in secondary schools. The findings have shown that, heads of schools, teacher-counsellors and students were aware about the career preferences and influence of career guidance towards career aspirations. On top of that, other students showed less consideration on seeking information which could help them meet their future career aspirations. However, the main challenge observed was that, there were no professional teacher-counsellors to facilitate career guidance services in schools. Also it was observed that, there was no specific time devoted for career guidance services in school timetables something which hindered the effectiveness of career guidance services.

4.2.3 Factors Influencing Students Career Aspirations in Secondary Schools

The third specific objective of the study aimed to assess factors influencing students' career aspiration in secondary schools. Data for this objective were collected from

heads of school, teacher-counsellors and students by using open ended questionnaire and semi- structured interview methods. The findings are as shown in Table 4.2.3 below.

Table 4.2.3: Factors Influencing Students’ Career Aspirations in Secondary Schools

S/N	Factors influencing students’ career aspirations	Frequency	Percentage
1.	Family background	25	31.3%
2.	Personal Characteristics	15	19%
3.	Peers/ friends	20	25%
4.	Teacher-counsellors	20	25%

Source: Field Data (2019)

4.2.3.1 Family Background

The family background is the first sub-theme developed from the third objective that intended to assess factors influencing students’ career aspirations in schools. Under this sub-theme data were collected from form three and form four students through interview and open-ended questionnaire methods.

Table 4.2.3.1: Factors Influencing Students’ Career Aspiration

Factors influencing student’s career aspiration	Family Background
Family Background	i) Parent occupation ii) Family Socio-economic status iii) Close relatives

Source: Field Data, (2019)

4.2.3.2 Parents’ Occupation

Parents’ occupation influenced students’ career aspirations due to the fact that, students were motivated by their parents’ occupations and they wish to pursue the same occupation in the future. Most of the students’ career aspirations reflected their parents’ occupations such as teaching, medicine, engineering as well as security

organs .The following descriptions were made by students on how they were influenced by their parents' occupation to their career aspirations.

I was influenced by my father's occupation being an engineer. My father is able to provide all the required basic needs in our family because he is paid more money which enables him to meet his responsibility as a father. Due to that, I came to like that career in order to be like my father and live a good life in the future (60th Student interview, 10th Sept 2019, School B)

Therefore, the quote above suggests that, students choose a certain career after being motivated by what their parents are doing or used to do. It is clear that parents are the role models to their children and most of students have reference from their parents' doings. Also it evidenced that students' dreams are to be facilitated by their parents by being supported financially and through ideas.

4.2.3.3 The Family's Socio-economic Status

The findings indicated that majority of the students were influenced by the socio-economic status of their families to choose a certain career. Most of the families had low economic status which sometimes made it difficult to fulfil all the family requirements. Therefore students were encouraged to choose future careers with consideration of their family socio-economic status. For example, one of the students from school A was quoted saying that:

My father advised me to choose to become a soldier as my future career because it is a career which is assured with remuneration and employment soon after training. Also he told me that after training I will be employed and receive salary after a short period of time and I will get an opportunity to serve my nation and my family which is running shortage of capital (9th Student interview: 6th Sept 2019, School A)

The quote above indicates that, some families wanted their children to choose a career which could ensure them employment soon after they completed their studies in order

to reduce dependence. Thus, families fear their children to choose careers which after completing their studies, they might be unemployed thus increasing life hardship.

Furthermore, another student articulated that:

My parents insist me to choose teaching as my career because it is easy to get employment in government or private schools soon after I complete my studies. My father told me that teaching is the best career because he thinks that it is one of the valued careers and it will be easy for me to find other careers in the future. (30th Student, 11th Sept 2019, School C)

The quote above implies that students were advised to choose careers which would make it easier for them to find employment soon after their studies. This is due to the fact that some families were not financially stable hence they encouraged their children to choose careers which could give them a great chance of being employed or employ themselves after graduation and earn money which could also help their families.

Also, another response from the student stated that:

I was raised by my grandfather who was a lawyer and he used to insist me to study hard in order to become a lawyer. He told me that being a lawyer is a prestigious career since it gives higher salaries when one is qualified to become a lawyer. Therefore, from the influence of my grandfather now I am making effort in my studies so as to succeed in my future career as a lawyer (3th Student, 13th Sept 2019, School D).

The findings showed that family background is the most influencing factor towards students' career aspirations. Students explained that, their family members advised and sometimes forced them to choose a certain future career which parents and other relatives like uncles, aunts and grand -parents liked. This happened due to the fact that parents and other significant others wanted their children to have careers which

could satisfy them and their families in the future. Therefore, family members provide support and encouragement in order to promote their children's future dreams on a certain career.

4.2.3.4 Personal Characteristics

Personal characteristics was another sub-theme developed from the third objective which indicated that students' career aspirations were influenced by individual's self-interest and gender in schools. With regard to this sub theme, data were collected from the students through interview and open-ended questionnaire method. Table 4.2.3.2 below shows the personal characteristics which influenced students' career aspirations.

Table 4.2.3.2: Personal Characteristics Influencing Students' Career Aspirations

Personal Characteristics	i) Individual's self Interest ii) Gender
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4.2.3.4.1 Individual's self – Interest

Individual's self-interest was observed to influence students to choose a certain career for their future. Data on this sub-theme were collected from form three and form four students through open-ended questionnaire and interview methods respectively. The findings indicated that individual's self- interest was among the factors which were considered to influence their career aspirations in secondary schools. Students explained that their own interest motivated them to prefer the career they wanted to undertake in the future and not otherwise. The following descriptions were made by students on how self- interest influenced them to like a certain career.

I would like to be an entrepreneur after completing my studies. I had self- interest on this career because I will be able to decide on what to do by myself. Also I prefer self- employment because I have seen my parents who are employed in a certain institution being in stress all the time, hence I want to overcome that situation (25th Student, 12th Sept 2019, School A)

The quote above implies that, students were aware of the challenges facing different workers in their working places. Therefore, their mind set was on self-employment rather than depending on employment from the institutions or individuals in order to fight the challenge of unemployment.

Furthermore, another student gave the following response:

Honestly speaking, no one influenced me to prefer medicine as my future career because since I was young I preferred to become a doctor in order to help my society. Also I like this career because it

is one of the careers whose members are paid higher salaries and are accorded great respect. So, if I succeed in this career, I will be happy (20th Student 11th Sept 2019, School B)

The quote above indicates that, some students had intrinsic motivation about a certain career hence they prepared ways to achieve their dreams soon before completing their secondary schools. This seemed to be much better to students because they expected to do something of their own interest and this could enable them become accountable in their responsibilities.

In addition, another student articulated that:

I have no influence from any person on the career I prefer. I would like to become a lawyer in order to protect people's rights as well as my nation. Loving this career started since I joined form one and now I am form three, I am trying to make effort in the subjects that could help me succeed in my future career (18th Student, 10th Sept 2019, School C)

The findings above indicate that students' self- interest had important influence towards students' career aspiration. Students increase their effort on subjects in order to stay on line with their dreams of pursuing a certain career. Other students do not depend on advice given by significant others like parents, peers and environment as well as family relatives but they have to listen from their inner calls.

4.2.3.4.2 Gender Influence on Career Aspiration

Gender is the fourth sub-theme developed from the third objective that intended to assess factors that influenced students' career aspiration. Data were collected from students through open ended questionnaire and interview. The following description was obtained from students:

When I complete my studies I expect to become a police officer in order to serve my country and ensure security to my people. Despite being a girl, I like this career because nowadays there is

no career specifically for men or female. Rather, both can perform the same career by considering their ability and interest (50th Student 13th Sept 2019 School C).

The above quote indicates that, students believed that their gender would not hinder them from choosing a certain career after they completed their studies. Both female and male students showed their interest in the same career choices in the future. Moreover, the findings showed that, some other students had some element of considering other careers to be of male and female respectively. The following students articulated the following response:

I believe I can fit in careers like teaching and nursing because I believe I am capable of them and they suit females. Other careers like medicine and engineering are very tedious careers which for me I believe are more suitable for males as they need much concentration than other careers (60th Student, 3rd Sept 2019, School D.

It was found that, gender had no significant influence on students' career aspirations. Both students indicated that they were able to involve themselves in any of the careers regardless of their gender. Also the findings above showed that students had developed awareness about various careers available to the society and at the time, they were trying to engage themselves in careers without consideration of their gender in order to fulfil their needs and cope with the changing economic world of industries.

4.2.3.5 Peer and Friends' Influence on Career Aspiration

Peer and friends' influence on career aspiration is the third sub-theme developed from the third objective which assessed the career guidance practices in schools. Data were collected from form three and form four students. Open ended questionnaire and interview were the methods used to collect data from the informants. The following description was obtained as follows:

My friend chose science class when we entered form three and she influenced me to choose science class because she told me that by majoring science subjects, I could be able to find a good career in the future and fight against the world of unemployment. Through my friend's influence, I found myself in love with nursing as my future career (10th Student, 9th Sept 2019, School A)

The quote above implies that, peers influence students to reflect on the economic situation of the country where a large number of youths is being unemployed despite their being certificate, diploma and degree graduates. Therefore, through advice from peers and friends, students struggle in their studies in order to make sure that they overcome the issue of unemployment which has been a big problem to many graduates.

On the same view, one of the students from school had these to say:

I have a friend who works as an accountant in a certain bank and he used to explain to me about his work and working condition in general. From there I became interested in his career. Now I am taking business class in order to accomplish my dream of becoming an accountant as my friend is (21th Student, 5th Sept 2019, School C.)

The Findings above indicate that friends and peers have influence on students' career choices as they also play a significant role to secondary school students. Eventually, students' decisions on choosing a particular career among form three and form four students was influenced by career aspirations among students in secondary schools. Additionally, students stated that their friends influenced them to choose/opt for particular career by positively encouraging and providing them with necessary information about various careers. Also it is ascertained that selection of subject combination among form three and form four students influenced career aspirations among students in secondary schools.

4.2.3.6 Teacher-counselors

This is the fourth sub-theme in the third objective which sought to assess the influence of teacher-counsellors on students' career aspirations among secondary school students. Data were collected through interview to heads of schools and teacher-counsellors while open-ended questionnaire were administered to students.

Students' career aspiration is mostly achieved due to the presence of professional teacher-counsellors in secondary schools. The findings indicate that, career guidance in secondary schools is mostly provided by teachers appointed by heads of school. It was revealed that, there were no professional teacher-counsellors who were employed to provide career guidance services. With regard to this, the following descriptions were obtained from the interviewed head of school:

In my school, there is no professional teacher-counsellor to help my students in terms of career aspirations though I have appointed a teacher who acts in that position. It is a great challenge because the appointed teacher-counsellor may lack the required career guidance skills needed to help students. Therefore, students do not receive what they expect from the specialized teacher-counsellor
(Interview with Head of school A; 9th Sept, 2019).

Likewise, some students added that lack of specialized teacher-counsellor in their school had made them fear to express their problems:

We are afraid to search for career guidance services in our school because we have no professional teacher-counsellor who is responsible to provide appropriate help pertaining to various careers. Sometimes, when I seek for clarifications on some career, I found that the teacher-counsellor is busy with other responsibilities. The absence of teacher-counsellor has made most of students fail to acquire appropriate information about their aspired careers
(25th Student, 11th Sept 2019, School C)

The findings above indicate that school C had no professional teacher-counsellors in their schools who could help and advice students on different career issues. Teachers who were acting as teacher-counsellors were appointed by the heads of school, some had no career skills and knowledge needed.

Similarly, the other head of school observed:

We have no professional teacher-counsellors who could help our students in terms of their career aspirations. This has led our students fail to acquire the appropriate information which could help them in the future.(**Interview with Head of school D; 6th Sept 2019**)

Also some students added that absence of specialized teacher-counsellors in their schools had made it difficult for them to search for appropriate career information. The response on this aspect was as follows:

We afraid to find help pertaining to career issue in our school because there is no teacher-counsellor who deals with career issues. Sometimes we find out our teacher-counsellor is busy with other teaching responsibilities. This is because our school time table does not schedule career guidance session as it is with other subjects. The absence of teacher-counsellor has made us fail to acquire appropriate career information (**8th Student, 6th Sept 2019, School D**).

Furthermore, another student added that:

We do not have professional teacher-counsellor employed to provide guidance to us. Instead, we normally use the appointed teacher-counsellor and sometimes we go to teachers who are close to us to express ourselves and seek career information (**15th Student 6th Sept 2019, School D**)

The above quotes indicate that most of the secondary schools lacked professional teacher-counsellors who possessed appropriate skills on career guidance. They also show that students' dreams were not met due to absence of professional teacher-counsellors as students were afraid to express themselves to other teachers who stood as teacher-counsellors. Therefore, absence of professional teacher-counsellors hinders students from having adequate career information that would help them promote their career aspirations. It was also revealed that most of teacher-counsellors were using only their experiences to help their students since they were not specialized in career guidance profession. For example, in all schools involved in the study, there were no specialized teacher-counsellors employed to offer career guidance services.

4.2.3 Multiple Roles of the Teacher-counsellors

The study revealed that teacher-counsellors had multiple roles which hindered them from devoting their time in career guidance services to their students. Also, the findings revealed that, there was no specified time for career guidance in most of the school time tables hence lowering the purpose of career guidance to students in secondary schools. Moreover, it was stated that, teacher-counsellors had no enough time to make consultation with their students since they had to concentrate on their normal teaching. Thus, it affected students from receiving help to achieve their career aspirations. On top of that, students stated that they had to lose some sessions in order to consult teacher-counsellors for help and advice when they were in need. The following responses were obtained from teacher-counsellor and student respectively:

Our school time table does not indicate any session based on career guidance services as it is with other subjects. This has made our students fail to get career guidance services when they are in need. Sometimes when students need advice from the teacher-counsellors they find them busy with preparation of their normal teaching subjects (Interview with Teacher-counsellor C; 13th Sept 2019, School C)

Additionally, the following student responded that:

We find difficult to get career guidance services due to the fact that we do not have an exact time for making consultation with our teacher-counsellors. In order to get career guidance services, we have to lose some sessions in order to meet with teacher-counsellors when seeking for career information. (30th Student 13th Sept 2019, School C)

The above quote indicates that there was no specific time indicated in the school timetable for guidance services hence hindering students from receiving appropriate information at the required time. Also it was indicated that teacher-counsellors did not have sufficient time to devote to the career guidance services because they had their normal teaching responsibilities apart from providing career guidance services to students.

Therefore, career guidance services in schools need competent teacher-counsellors who are well equipped with knowledge and skills based on career issues. Therefore, specific time is required in order to give students and teacher-counsellors sufficient time to make consultation and seek for career information which could direct them into right career aspirations.

Generally, the third objective assessed the factors influencing students' career aspirations in secondary schools. The findings have shown that, students' career aspirations were influenced by many factors including: family background which reflected their parents' occupations, socio-economic status of the family as well as influence from close relatives. Other factors were individual's self-interest, peers/friends, teacher-counsellors, time as well as gender which also played a great role in influencing students' career aspirations.

4.3 DISCUSSION OF THE FINDINGS

This part discusses the findings on career guidance and career aspiration among students in public secondary schools as analysed and presented. The findings are

discussed and interpreted in accordance with the specific objectives guiding the study.

4.4 The Status of Career Guidance in Secondary Schools

The first objective of the study assessed the status of career guidance practised in schools to enhance students' career aspirations. The study findings have revealed that, career guidance was being practised in three different ways: inviting guest speakers, peer guidance and conducting career seminars which formed sub-themes of the study. Step by step discussions of the findings are presented below.

4.4.1 Enhancing Career Guidance through Inviting Guest Speakers

Career guidance through inviting guest speakers or career experts was considered as one of the aspects of career guidance practised in secondary schools. One of the major findings on the status of career guidance practised in public secondary schools was that, some schools were inviting guest speakers who had experience on career issues. These guest speakers were being invited in order to inspire students, to give information on career opportunities and their requirements and to bridge the gap of teacher-counsellors. The study established that, heads of school used to invite guest speakers and career experts to share career information with students. This was done to ensure students received proper career information which could assist them in choosing their future career with no regret. Also the study revealed that the visit done by guest speakers and career expert helped students to correct misconception they had before on various careers

This implies that inviting guest speakers was being done to ensure students received appropriate career information from the right personnel that could help them meet their career aspirations. Also schools had a role of helping their students to achieve their career dreams by inviting and allowing career visits of different experts in order to share career knowledge, skills and experiences with secondary school students who were preparing themselves to enter the world of work. The guest speaker's visit in different schools is significant since it provide awareness to students on different career aspects thus making them be able to achieve their career aspirations.

These findings are contrary with those of Vaghela (2019) (in Tanzania) which revealed that students were denied to have career visits to enhance their career aspirations in their schools. This happens due to the fact that most of school time tables are occupied and it became difficult to interrupt other school routines. Therefore schools should have a tendency of inviting guest speakers and career experts in order to enhance students understanding of various careers.

4.4.2 Peer Guidance and Career Aspirations

Peer guidance was regarded as a process which involves training students in schools in order to help their fellow students acquire information about different career aspects. The study findings revealed that peer guidance in schools, provide help to students facing various problems relating to career issues. Students are believed to have the ability to raise or to lower each other's determination through support and encouragement. Also the study indicated that, through peer guidance, students share information with each other and they draw on each other's experiences when they discuss matters in a friendship perspective. Moreover, it was shown that, peer guidance was introduced in schools in order to help students who were afraid of consulting their teacher-counsellors and other teachers whenever they were in need of help.

This implies that, secondary school students interact easily with their fellow students about career matters. This is due to the fact that most of students shared the same culture hence they were able to understand each other compared with their teacher-counsellors. Therefore, peer guidance in schools seems to work best because students have more time to stay together than the limited time of their teacher-counsellors and the tight school time table.

These findings align with the recommendation from Mtemeri (2017) (in Zimbabwe) who stated that, peers should be prepared with career guidance skills in order to help their classmates in career guidance matters. It further indicates that, teacher-counsellors may plan a training programme that will direct students to help their fellow classmates. Therefore, in order to help students, heads of school, teacher-

counsellors as well as students should accept peer guidance as a career guidance practice in secondary schools that provides career information.

Also, the findings concur with those by Chireshe (2013) who contended that there were few peer guidance practices in schools while most of the secondary schools had no peer guidance. It was also indicated that few schools which had peer guidance, peers were chosen with consideration of their good behaviour despite the challenges they were facing such as peer guidance devaluing, opposition and discouragement from other students and shortage of time. Thus, peer guidance as a career guidance practice is the first hand practice which could help students to achieve their career aspiration. Therefore, schools should put much emphasis on peer guidance in order to ensure their students career aspirations.

4.4.3 Enhancing Career Aspiration through Career Seminars

Career guidance is the aspect which helps students to understand their world of work. It becomes effective through various practices like conducting career seminars in secondary schools for the aim of helping students meet their career aspirations. The study revealed that schools had established career guidance seminars to students where teacher-counsellors share knowledge, skills and experience with students. Also the study indicated that through career seminars students were advised about the marketable career and ways to become successful in the future. This implies that, students need to be enhanced with career seminars which could help them receive the first hand career information. Also students should be provided with the career information materials through which they could read and obtain useful and directive career information.

The findings of the current study corroborate with those by Wanjih (2011) (in Kenya) which indicated that career seminars were conducted to students in order to enable students' potential, help students in coming up with personal career goals and inform students on various opportunities. Similarly, the findings revealed that career seminars enable students set their career goals, list down various careers based on their capability and make career plan about what they want to do after completing

their studies. This implies that career seminars in schools need special attention since they prepare the youth who are expected to be a future work-force of the country.

Therefore heads of schools and teacher-counsellors should ensure career guidance is practised in their schools by arousing students' awareness on its usefulness as well as the expected future goals. Also career guidance programme should be integrated in school time table in order for teachers and students to be aware of its significance. On top of that the government through its responsible ministry should ensure that students who are about to complete their studies are given career information by sending career experts once or twice a year in schools. This will help to overcome challenges of students to choose wrong careers which they are not aware of thus making them regret and complain endlessly

4.5 Career Aspirations of Secondary Schools Students

The study findings on the second objective identified the students' career aspirations in secondary schools. The students' career aspirations were discussed with respect to understanding students' career preferences and conceptions of career guidance towards students' career aspirations in schools.

4.5.1 Student's Career Preferences

The study indicated that career guidance enabled students to identify and maintain their goals by considering their career preferences. It was indicated that, students used career guidance services to obtain appropriate information about the career they wished to pursue in the future. Also, the results showed variety of jobs which students preferred such as; doctor, lawyer, teacher, accountant, entrepreneurs, pharmacist, journalist and engineer. This implies that, most of students had awareness about the variety of occupations they would opt for in the future although other students tended to change their career preferences when they reached at college or university levels. Therefore, it is the role of the school to ensure that students are equipped with adequate career information in order to prepare their future life.

These findings align with those of Francis et.al (2003) who asserted that students had their own career preferences based on their wishes such as doctor, lawyer, teacher, accountant, physiotherapist, journalist, media, computer, Information Technology

(IT) and business. This implies that, in schools, students set their determinations of who they would like to become by putting efforts on their subjects which are the key factor to achieve their goals. Thus, the teacher observed that secondary school students in Dodoma City had set their career aspirations which they wish to undertake after completing their studies.

Similarly, findings indicated that students preferred careers of high status which could let them acquire a lot of money and therefore fulfil their goals. This finding is supported with those of Sarkar (2016) and Borgen (2002) who asserted that students choose a certain career that satisfies them, which is pleasant and offers personal gratification. This implies that, students' intention is to pursue careers which could enable them earn higher salaries and place them out of hardships. Therefore, most of students' career preferences were achieved by making consultation and discussion with their teacher-counsellors, other close teachers as well as their fellow students.

4.5.2 Conceptions of Career Guidance towards Career Aspirations

Understanding of career guidance among heads of schools, teacher-counsellors and students is an important aspect which determines the value of career services in secondary schools. The study revealed that, career guidance in schools had a significant role which enabled students to get assistance to achieve their future career aspirations and understand about the world of work. Also, it was indicated that career guidance gives awareness to students by imparting knowledge and experiences about various careers which they wish to pursue after completing their studies. However, in most selected secondary schools in Dodoma City, career guidance was rarely practised. This implies that, career guidance services were given low attention due to inadequate professional teacher-counsellors, low awareness as well as limited time devoted to the provision of career guidance services.

These findings are in line with curriculum for ordinary level secondary education in Tanzania which directed that, students need career guidance in order to choose suitable careers after completing their studies (MOEVT, 2007). Similarly, the findings are in line with the National Council of Educational Research and Training - NCERT of 2015 which indicated that, the National Curriculum Frame Work for

School Education (NCFSE, 2000) declared that, guidance services are mainly for providing help to students in making choices and selection of suitable career required after completing studies.

Furthermore, career guidance helped students to know the credentials required for one to qualify for a particular career. On the other hand, it was indicated that, the use of career guidance services in schools made students successfully get adequate information about different careers which they were not aware of before. The findings align with those of (Soumeli, 2012; OECD, 2004; Sultana, 2003) which asserted that career guidance has a role of providing students with information pertaining to various careers by ensuring that adequate information, skills and knowledge are provided to students. This implies that, career guidance aimed to create awareness to students towards their future success. Therefore, students in Dodoma City should adhere to career guidance services in order to meet their expected career aspirations.

Moreover, the study done by Yaqoob (2017) concurs with the current study by revealing that, career guidance is very important programme to students' life as it paves way for them to achieve their future career. This implies that, regardless of help provided by parents, friends and peers, career guidance services provided in schools help students to meet their expected career choices after acquiring valuable career information, skills, experience as well as self-awareness about the world of work.

Thus, from the argument raised above, it can be concluded that the government through its responsible ministry of education should ensure career guidance is made meaningful to secondary school students and not an additional programme. Also special consideration should be given to career guidance and counselling in schools due to the fact that it complements with other subjects on influencing students' career aspirations. Moreover, the government should ensure enrolment of professional teacher-counsellors who are well equipped with career knowledge, skills and experiences in schools.

4.6 Factors Influencing Students' Career Aspirations in Secondary Schools

The third objective of the study was to assess factors influencing students' career aspirations in secondary schools. The study findings indicated that factors like family background, personal characteristics and peers/friends influenced secondary school students' career aspiration.

4.6.1 Family Background

The findings established that, family background influences career aspirations of secondary school students. It also emerged from this study that, most of the students choose future career with the great influence from their families' interest, support and encouragement. The findings further indicated that, students were motivated by their parents' occupations and profession in choosing a certain career. The findings are in line with those of (Aman and Mkumbo, 2016; Mudhovozi and Chireshe 2012; Onditi, 2015; Gomez, 2014) who reported that mothers had a great influence towards their children and children showed their interest of choosing the same career as their mothers. Based on Krumboltz's Social Learning Theory, it is revealed that, the interactions between children and their parents influence and define children's behaviour, skills and psychological well-being (Krumboltz, 2009).

Likewise, the findings revealed that close family members are also expected to influence students as their role models in identifying their future careers. This is in line with Bandura's Cognitive Social Learning Theory that stresses the influence of role models in the improvement of individual's career choices (Mills, 2009). Children in the families are inspired by family members in selecting a certain career for their future. The study done by Aman (2013) in Tanzania concurs with the current findings as it indicates that, relatives were found to influence students' choices of careers. Therefore, students regard their parents and other family members like aunts, uncles and siblings as their role models towards their career aspirations.

Moreover, the Social Cognitive Theory by Bandura (2001) concurs with the current findings which state that individuals are influenced by social contacts they make in their environment hence, the interaction of children and parents enhance children's career aspiration. The findings by Vaghela (2019) in Tanzania are contrary to the

previous study which indicated that students disagreed with the notion that, their future career aspirations were influenced by their parents' occupations. This implies that, there were other factors which influenced students' future career aspirations like personal interest and friends.

Additionally, the findings revealed that families' socio-economic status also determines students' career aspirations. It was indicated that most of the students came from poor economic families of which they were expected to help their families in the future. These findings are in line with those of Leppel et.al (2001) who contended that students from the family with lower socio-economic status were more likely to choose more profitable fields of study in order help their families in the future. Thus, students aimed to choose careers which could enable them to get into employment or self-employment soon after studies in order to help their families in activities like entrepreneurship and teaching.

4.6.2 Personal Characteristics

Despite the factors like family background influencing students' career aspirations' in schools, also personal characteristics were seen to play a significant role in n determining students career aspirations including: individual self-interest and gender.

4.6.2.1 Individual Self-Interest

Individual self-interest was also considered to be an influential factor for students' career aspirations in schools. Students were able to choose any career which they seemed to be interested in by considering their interest and capabilities. Also the study findings revealed that students' self-interest was useful since students were able to show their intention of choosing the career with the great passion after completing their studies.

These findings are not different from those of Nyamwange (2016) which asserted that one's self-interest has a great influence towards one's future career to undertake by considering satisfaction, security and motivation in a certain career. Also these findings concur with those of Edwards and Quinter (2011) who stated that, students choose careers which match with their individual interest. They add that, students' interest offer the highest goals for their career aspiration. Moreover, the study

indicates that, other students did not consider individual interest as the factor which influenced them to choose a certain career for their future.

Additionally, these findings are in line with those of (Holly , 2005; Sakar et al, 2016) which indicated that personal interest among students was the significant factor which influenced students to choose a certain career leaving behind other factors like peers, media and counsellor's influence. Furthermore, the findings revealed that, most of the students showed their interest on high status careers while leaving behind careers which they believed were of low status like teaching which they disliked because of poor working environment and low payment. These findings align with those of Aman (2016) in Tanzania which demonstrated that a large group of students showed their self-interest for high status careers like Medicine, Law and Engineering of which they would satisfy their future goals. This implies that most students expected to pursue the career which could enable them fulfil their interest and live a lucrative life in the future.

Similarly, the findings corroborate with Super's Self Concept Theory which believes that it is during adolescence that an individual makes a career self -concept and makes vocational choices in relation to the understanding of themselves (Super, 1976). This implies that through career guidance, students' awareness is built among students specifically for form three and form four students who are about to choose their future career by considering their interest soon after completing their studies. Therefore, it is important to consider and listen to students' career interest in the future and share with them correct information which could place them in the right career path for the future.

4.6.2.2 Gender and Career Aspirations

Gender among other factors is considered to have impact on students' career aspirations. The current findings revealed that, gender had no significant effect on determining students' career aspirations. Both students believed that, their gender did not stop them from choosing their career of preference. Also students were against the notion that there were careers which needed to be occupied by men and others which needed to be occupied by women. This implies that, students had thoughts of

being able to perform different occupations without considering their gender. Therefore, it is important for youth of this generation to develop a spirit of doing various careers due to the presence of labour market competition.

The findings are in line with those of Edwards and Quinter (2011) in Kenya which demonstrated that, gender had no influence on determining students' career choices. Moreover, these findings are contrary with those of Nicolao (2014) in Tanzania and Mudhovozi and Chireshe (2012) in Zimbabwe which indicated that student's career aspiration was influenced by gender. This signifies that, students believed that there were works which had to be done by men while others by women.

Similarly, the findings by Puja (2001) and Onuigbo (2018) in Nigeria contrast with the current findings by asserting that gender had a significant role on students' career aspiration where male students had more career aspirations than female students. Also, Powell & Butterfield (2003) conducted a study on gender, gender identity and aspirations to top management and the findings revealed that men were more aspired than women to aspire to top management positions. This implies that students had developed awareness that various careers consider person's ability and not gender of an individual since males and females might pursue the same career with the same efficiency.

Therefore, secondary school students would be in better position by not putting consideration on gender as a determinant factor which influences one's career aspiration. This is due to the fact that both males and females could select the same career and perform better regardless of their gender.

4.6.3 Peers and Friends' Influence on Students' Career Aspirations

The current study showed that career guidance provided by peers and friends plays a big role towards students' career aspiration. This is due to the fact that, the interaction of students with their peers and friends enables them to acquire significant information and encouragement about career aspirations. These findings are in line with those of Cobb, (2001) in USA and Mtemeri (2017) in Zimbabwe which stated that, career guidance which emanates from peers and friends is important to students' career aspirations. Furthermore, the study findings concur with

Bandura's Social Cognitive Theory which states that peers are sources of social learning as they model and sanction styles of conduct and serve as comparative references for appraisal and validation of personal efficacy (Bussey & Bandura, 1999).

Also the findings indicated that students depended on encouragement coming from their fellow students who were close and who they trust most. It was observed that, peer's advice may influence students to choose and remain with their career aspirations. The finding of the current study is the same with the studies of (Bates, 2015; Shumba and Naong 2012 in South Africa; Ndori, 2018 in Kenya) which indicated that students depended on their peers' encouragement and support to choose their careers. Moreover, other studies by Okiror and Otabong (2015) in Uganda are with the current study as they reveal that, friends and peers influence students' choices of careers.

Similarly, students revealed that peer advice on career guidance was helpful in their choices of careers since they were more likely to receive career advice from peers. Peers' advice is clear to students as they provide information about careers in their own common language which is easily understood by fellow students. These findings are contrary with those of Onuigbo (2018) in Nigeria and Vaghela (2019) in Tanzania which revealed that, peer influence was not a dominant factor in influencing students' career aspirations in school but factors like family and environment had more influence on students' career aspirations.

4.6.4 Teacher-counselors

Teacher-counsellors are believed to play a great role in influencing students' career aspirations simply because they are the ones who spend a lot of time with the students than other people like parents and other relatives. The findings indicated that students' career aspirations depend on the career competences of teacher-counsellors present in their schools. The study revealed that, schools lacked professional teacher-counsellors who were competent in terms of career knowledge, experience and skills. This implies that, there was no teacher-counsellor employed in schools specific for providing career guidance services to students. Therefore, the government through

the Ministry of Education, Science and Technology (MoEST) should emphasize universities and teachers college to train professional career guidance teachers who will be able to help students when they are in need of career advice.

These findings are similar to those of Orege (2011) who revealed that career guidance and counselling teachers were present but not sufficiently facilitated with career guidance skills and knowledge. It was also indicated that professional teacher-counsellors were needed in order to ensure provision of appropriate career information at a right time. On top of that, the findings concur with those of Odeke (2012) who asserted that there were lack of professional career counsellors to provide career services to secondary and college students.

Also the findings revealed that teacher –counsellors had inadequate time to concentrate on providing career guidance services to students since they had to deal with their normal teaching. This finding concurs with the findings by Orege (2011) which stated that, teacher-counsellors were overloaded with academic class and lack adequate information on various careers. The implication of this is that when students are given specific time for career guidance services in their schools, it becomes easier for them to acquire appropriate career information based on their career preferences and capability.

Moreover, the findings revealed that, professional teacher-counsellors are needed in secondary schools for ensuring effective provision of career information to students. The findings are supported by the National Council of Educational Research and Training -NCERT (2015) which indicated that, the National Curriculum Frame Work for School Education (NCFSE, 2000) emphasizes the provision of a career teacher for each secondary school to ensure its effectiveness. Likewise the findings are in line with the Educational Policy of Tanzania (ETP, 1995) which contended that career guidance should be compulsory to all teacher-trainees in secondary schools in order to impart them with skills and knowledge which could help students to acquire appropriate information about various careers. Therefore, professional teacher-counsellors are mostly needed in secondary schools in order to help students receive valuable information about careers.

4.6.5 Multiple Roles of the Teacher-counselors

Time is a valuable factor to consider in ensuring effective career guidance and students and students career aspirations in secondary schools. Regarding this, the findings indicated that, career guidance programme in schools lacked specific time as it was to other subjects in school time table. Heads of schools, teacher-counsellor as well as students explained that they had insufficient time to engage in career services despite the big role it plays in preparing students for different career orientations. This implies that, the limited time students had in involving themselves in career guidance services was hindering them from receiving appropriate information which could direct them into their career aspirations.

These findings are similar with those of Orenge (2011) which demonstrated that, there should be more time of providing career guidance services in schools in order to help students acquire appropriate career information. This implies that, for the case of teachers, they were overloaded with their normal teachings which led them to devote less time in providing career guidance services to students. Likewise, students were also occupied with class sessions where the school time table did not indicate time for career guidance in schools.

Similarly, the findings align with those of Iliho (2018) (in Tanzania), who contended that career guidance sessions were not included in the general school time table although one of the interviewed schools indicated that, they had career week once in academic year where students were imparted with career information. This implies that, there was limited time in school time table something which hindered students from receiving appropriate career information.

4.7 Chapter Summary

This chapter indicate the presentation and discussion of the major findings of the current study. The discussion was done in accordance with the objectives which guided the study. In a nutshell, the study found that career guidance was being practised in schools in order to help students achieve their career aspirations. It was noted that the schools were making efforts by inviting guest speakers for the aim of inspiring students on various career opportunities and their requirements. Also the

study indicated that schools supported peer guidance and career seminars which helped students to have exposure on career matters and make correct career choice for their future. Furthermore, the study found that, students had their career preferences they wished to pursue after completing their studies. Thus they were in school in order to achieve their goals.

Moreover, the study found that most of the students were motivated by different factors in choosing a certain career. These factors were like: family background, personal characteristics, peer/friends, teacher-counsellors and multiple roles of teacher-counsellors. Therefore career guidance in schools was needed to help students pursue their dreams along chosen career aspirations.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.0 Introduction

This chapter gives summary, conclusion, recommendations and areas for further study. The first section gives summary of the findings based on the objectives of the study; the second section gives conclusions drawn from the discussion, the third section gives recommendations and lastly, possible areas for further study.

5.1 Summary of the Study

The study assessed career guidance and career aspiration among students in public secondary schools. The study was guided by three objectives: firstly, to assess career aspirations of secondary school students; secondly, to assess the career guidance practices offered in secondary schools; thirdly, to assess factors influencing students' career aspirations in secondary schools.

The study was conducted in Dodoma City and involved a total of 88 respondents (80 secondary school students, 4 heads of schools and 4 teacher-counsellors. Among the 80 secondary school students, 40 were males and the other 40 were females, also there were 3 male heads of school and only 1 female, 3 female teacher-counsellors and only 1 male teacher-counsellor. The study employed qualitative approach using case study design to collect data using purposive and convenience sampling.

Data were collected through open-ended questionnaires and semi-structured interviews. Data were analysed thematically and presented through Tables and verbatim. The findings revealed that career guidance had contribution towards students' career aspirations. Furthermore, the findings showed that students were able to identify their career preferences and meet their future goals.

It was indicated that career guidance had demands and competences which needed to ensure its effectiveness and helped students to achieve their career aspirations. Despite the efforts made by schools, career guidance implementation was still faced with different challenges like inadequate professional teacher-counsellors, lack of career guidance resources and limited school timetable. Regardless of the challenges facing career guidance practices in schools, students revealed that career guidance

helped them to acquire important career information which could help them change their mind-set and correct misconceptions they had before. Also, students were able to explore variety of careers available and understand career requirements.

Additionally, the findings showed that career guidance practices are needed in schools in order to help students to acquire appropriate career information which could help them meet their career aspiration soon after completing their studies. Among the career guidance practised in schools included inviting guest speakers / career experts, peer guidance and conducting career seminars. Career guidance practices helped students and teacher-counsellors to share important issues pertaining to careers and direct students to achieve their career aspirations.

Similarly, the findings indicated that, students were influenced by multiple factors towards their career aspiration. Among the factors mentioned to influence students career aspirations included: family background, peers and friends, individual interest and gender. Thus, it has been observed that most of the students chose to pursue a certain career through the external forces though few had their own internal forces.

5.2 Conclusions of the Study

In light of the study objectives and discussion of the research findings, the following conclusions are hereby made:

Firstly, heads of schools and teacher-counsellors were aware about career guidance services in their schools. Also most of the students understood the role of career guidance in facilitating their career aspirations regardless of the low awareness showed by some students. Furthermore, it was revealed that, there were inadequate professional teacher-counsellors to facilitate career guidance. On top of that, time was seen to be limited since the school timetable was occupied with other activities like subject periods.

Secondly, it was revealed that career guidance was being practised in schools despite its absence in the limited school timetable. Career guidance practices were considered helpful to students towards achieving their career goals where schools

allowed career seminars, guest speaker visits and career seminar despite being practised rarely among form three and form four students.

Thirdly, the study revealed that, there were various factors influencing students towards their career aspiration in secondary schools. Students indicated that they were motivated to choose their future careers by their family background, socio-economic status of the family as well as the other family members. Additionally, peers and friends, individual interests and gender were stated to influence most of the students to select their future career and reach their goals.

5.3 Recommendations

Based on the findings of the study, two categories of recommendations are hereby made: recommendations for action and recommendations for further research.

5.4 Recommendations for Action

The present study puts forward some recommendations for action to ensure that, secondary school students are well informed through career guidance in order to achieve their career aspirations. These recommendations are:

- i. The government through the Ministry of Education Science and Technology (MoEST) should ensure that, career guidance programmes are recognised and used in universities and colleges preparing teacher-counsellors. Also MoEST should prepare and provide a guideline for implementation of career guidance services in secondary schools.
- ii. Teachers with interest in guiding students towards careers should be offered a diploma or a degree in career guidance. This will improve the quality of career guidance offered in schools different from the present situation where teachers have inadequate career knowledge and skills. Furthermore, the study observed that teachers are occupied with teaching loads which lead them give less consideration on providing career guidance to their students.
- iii. Secondary schools should recognize the significance of career guidance to students for the purpose of giving them career knowledge, skills and experiences. This can be achieved only if career guidance services will be included in the school timetable at least once in a week.

- iv. Career guidance practices such as inviting career experts/ guest speakers, conducting career seminars and peer guidance should be emphasized in order for students to share knowledge on career issues.
- v. Students should be encouraged to make use of career guidance services available in their schools. This will help them to make appropriate career choices for their future benefits.

5.4.1 Recommendations for Further Study

- i. The current study was limited to Dodoma City Council. Thus, it is recommended that, other studies covering a broader area of Tanzania be done in order to provide the understanding on career guidance and career aspiration among students in public secondary schools.
- ii. The study included heads of schools, teacher-counsellors and students. Therefore, the study recommends further researches by including policy makers and administrators in order to provide information on career guidance towards students' career aspirations in secondary schools. More studies should be done to assess the effectiveness of career guidance in influencing students' career aspirations in schools.
- iii. A cross-sectional survey study should be carried out in secondary schools to assess career guidance and career aspiration among students in public secondary schools.
- iv. The study used qualitative approach design with questionnaires and interviews in collecting data from the respondents; however, it was thought that, mixed approach could be suitable in order to obtain more accurate information.

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APPENDICES

Appendix A: Questionnaires for Students

A: Introduction

I am a postgraduate student pursuing Master of Arts in Education (MA-ED) at the University of Dodoma. I am currently undertaking a research titled **Career Guidance and Career Aspiration among Students in Public Secondary Schools in Dodoma City, Tanzania.**

You are requested to participate by giving/filling in information necessary for fulfilment of this study. All the information given will be treated confidentially and used for academic purposes only.

B: Demographic Information

- i. Name of the school.....
- ii. Gender:
- iii. Age (yrs).....
- iv. Class Level

C: Specific Questions

1. a) Have you ever heard about Career Guidance?
2. What do you understand about career guidance?
.....
.....
.....
3. Which subject do you prefer most in your studies?
 - i)
 - ii)
 - iii)
4. Can you list at least 3 reasons that influenced you to prefer the mentioned subject above?
 - i).....

ii).....
.....

iii).....
.....

5. a) What job/career would you prefer to take when you complete your studies?

.....

b) Why do you prefer the job above?

.....
.....
.....
.....
.....

6. Are you guided on subjects to undertake your future job?

.....
.....

7. a) Do career guidance practices in your school help you to meet your goals?
How?

.....
.....
.....
.....

b) Who provide career guidance and counselling services in your school?

.....

8. What should be done to strengthen career guidance and counselling in secondary schools?

i).....

ii).....

iii).....

Thank you in advance for your participation

Appendix B: Interview Guide for Students

A: Introduction

I am a postgraduate student pursuing Master of Arts in Education (MA-ED) at the University of Dodoma. I am currently undertaking a research on the title **Career Guidance and Career Aspiration among Students in Public Secondary Schools in Dodoma City, Tanzania.**

You are requested to participate by giving/filling in information necessary for fulfilment of this study. All the information given will be treated confidentially and used for academic purposes only. I will appreciate your assistance and cooperation.

B: Demographic Particulars

- i. Sex.....(Male/Female)
- ii. Age.....(yrs)
- iii. Class Level

C: Questions

- i. What subjects do you prefer most?
- ii. Why do you prefer those subjects?
- iii. What influenced you to prefer those subjects?
- iv. Who do you prefer to become when you complete your studies?
- v. Are there any career guidance and counselling practices in your school? If yes mention them
- vi. Who are responsible for offering career guidance and counselling in your school?
- vii. Is there any contribution of career guidance and counselling towards your career Aspirations? If Yes /No why?

Thank you in advance for your participation.

Appendix C: Interview guide for Teacher-counsellors

A: Introduction

I am a postgraduate student pursuing Master of Arts in Education (MA-ED) at the University of Dodoma. I am currently undertaking a research on the title **Career Guidance and Career Aspiration among Students in Public Secondary Schools in Dodoma City, Tanzania.**

You are requested to participate by giving/filling in information necessary for fulfilment of this study. All the information given will be treated confidentially and used for academic purposes only. I will appreciate your assistance and cooperation.

B: Demographic Information

- i. Name of the school
- ii. Gender
- iii. Age(yrs)
- iv. Level of education.....
- v. Responsibilities

C: Specific Questions

- 1 a) Have you ever heard about Career Guidance?
 - b) Can you briefly tell me about career guidance?
2. a) Do your students have career aspirations?
 - b) How do you come to know your students career aspirations?
3. How do you help students identify their Career aspirations?
 - 4 a) Do your students have access to career guidance in your school?
5. What efforts have been made by your school to provide career guidance services to facilitate students' career aspirations?
6. What is your role in facilitating students' career aspirations as a school counsellor?
7. What challenges face career guidance and counselling in your school?

Thank you in advance for your participation

Appendix D: Interview Guide for Heads of School

A: Introduction

I am a postgraduate student pursuing Master of Arts in Education (MA-ED) at the University of Dodoma. I am currently undertaking a research on the title: **Career Guidance and Career Aspiration among Students in Public Secondary Schools in Dodoma City, Tanzania.**

You are requested to participate by giving/filling information necessary for fulfilment of this study. All the information given will be treated confidentially and used for academic purposes only. I will appreciate your assistance and cooperation.

B: Demographic Particulars

i) Sex..... (Male/Female)

ii)Age.....(yrs)

iii)Class Level

C. Interview Guide

1. Have you ever heard about Career Guidance?
2. Can you briefly tell me about career guidance?
3. Do your students have career aspirations?
4. How do students make their career aspirations?
5. How do you help students identify their career aspirations?
6. What efforts have been made by your school to provide career guidance services in facilitating students' career aspirations?
7. What is your role as a head of school in facilitating students' career aspirations?
8. What challenges are facing career guidance and counselling in your school?

Thank you for your participation

Appendix E: Permission Letter from the University of Dodoma



THE UNIVERSITY OF DODOMA OFFICE OF THE VICE CHANCELLOR

P.O. BOX 259
DODOMA, TANZANIA
TEL: +255 (0)26 2323001 FAX: +255 (0)26 2323001 EMAIL: vc@udom.ac.tz

Ref: No. UDOM/RP/68/100

26th September, 2019

Director,
Dodoma City Council,
P.O. Box 1249,
DODOMA.

RE: REQUEST FOR RESEARCH CLEARANCE

The purpose of this letter is to introduce to you **Ms. Adria Tesha with Reg. No. HD/UDOM/106/T.2017** who is a bonafide student of the University of Dodoma and who is at the moment required to conduct research. Our student undertakes research activities as part of her study programmes.

In accordance with government circular letter Ref. No. MPEC/R/10/1 dated 4th July 1980; the Vice-Chancellor of the University is empowered to issue research clearances to staff members and students of the University on behalf of the government and the Tanzania Commission for Science and Technology (COSTECH). I am pleased to inform you that I have granted a research clearance to the student listed above.

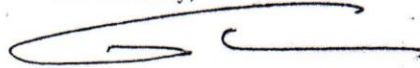
I therefore, kindly request you to grant him any help that may enable her to achieve her research objectives. Specifically, we request your permission for her to meet and talk to the leaders and other relevant stakeholders in connection with her research.

The title of his research is "***The Contributions of Career Guidance Towards Students Career Aspirations in Secondary School***".

The period of her research is from 1st to 14th *September to October, 2019* and it will cover Dodoma City.

Should there be any restrictions, you are kindly requested to advise us accordingly. In case you require further information, please do not hesitate to contact us through the Directorate of Research, Publication and Consultancy, P.O Box 251, Dodoma. Tel. No. + (255) 262310301 Email: research@udom.ac.tz

Yours sincerely,



Prof. Faustine K. Bee,
VICE CHANCELLOR



Appendix F: Permission Letter from Dodoma City council

JAMHURI YA MUUNGANO WA TANZANIA

HALMASHAURI YA JIJI LA DODOMA

(Barua zote zipelekwe kwa Mkurugenzi wa Jiji)

MKOA WA DODOMA
Tel.: 2354817
Fax: 2354817/ 2321550



MKURUGENZI WA JIJI
S.L.P. 1249
DODOMA
Baruapepe: md@dodomamc.go.tz

Unapojibu tafadhali taja

Kumb. Na.HMD/E. 0033/81

Tarehe: 06/10/2019

Mkuu wa Shule,
Shule za Sekondari Kisasa, Kizota
Dodoma na Ng'ong'ona

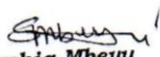
Dodoma

YAH: KUMTAMBULISHA KWENU MWANAFUNZI ADRIA TESHA KUTOKA CHUO KIKUU CHA DODOMA

Husika na somo tajwa hapo juu

Kwa barua hii ninaomba kumtambulisha kwenu mwanafunzi kutoka Chuo Kikuu cha Dodoma ili aweze kufanya utafiti/kukusanya data katika Halmashauri ya Jiji la Dodoma. Utafiti huo utahusu **"The contributions of career guidance towards students career aspirations in Secondary School"**. Zoezi hili lisiathiri vipindi vya darasani na ni kwa muda wa wiki mbili tu kuanzia tarhe 01 - 14/09/2019.

Mpokee na umpe ushirikiano muda wote atakao kuwepo Shuleni kwako


Mwl. Sophia Mbeyu

**Kny: MKURUGENZI WA JIJI
DODOMA**

Nakala: Adria Tesha
UDOM

-Zingatieni maelekezo ya Mkuu wa Shule

Appendix G: Permission Letter from Dodoma Municipality

JAMHURI YA MUUNGANO WA TANZANIA

HALMASHAURI YA JIJI LA DODOMA

(Barua zote zipelekwe kwa Mkurugenzi wa Jiji)

MKOA WA DODOMA

Tel.: 2354817

Fax: 2354817/ 2321550



MKURUGENZI WA JIJI

S.L.P. 1249

DODOMA

Baruapepe: md@dodomamc.go.tz

Unapojibu tafadhali taja

Kumb. Na.HMD/E. 0033/81

Tarehe: 06/10/2019

Mkuu wa Shule,
Shule za Sekondari Kisasa, Kizota

Dodoma na Ng'ong'ona

Dodoma

**YAH: KUMTAMBULISHA KWENU MWANAFUNZI ADRIA TESHA KUTOKA CHUO
KIKUU CHA DODOMA**

Husika na somo tajwa hapo juu

Kwa barua hii ninaomba kumtambulisha kwenu mwanafunzi kutoka Chuo Kikuu cha Dodoma ili aweze kufanya utafiti/kukusanya data katika Halmashauri ya Jiji la Dodoma. Utafiti huo utahusu **"The contributions of career guidance towards students career aspirations in Secondary School"**. Zoezi hili lisiathiri vipindi vya darasani na ni kwa muda wa wiki mbili tu kuanzia tarhe 01 - 14/09/2019.

Mpokee na umpe ushirikiano muda wote atakao kuwepo Shuleni kwako


Mwl. Sophia Mbeyu

**Kny: MKURUGENZI WA JIJI
DODOMA**

Nakala: Adria Tesha

UDOM

-Zingatieni maelekezo ya Mkuu wa Shule